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ABSTRACT

This is the third of three volumes that constitute the final evaluation report of Project STAR (State Technical Assistance Resources), an undertaking of the Maryland State Department of Education designed to help 36 elementary schools improve their reading programs. This volume is the project handbook and contains information concerning the planning of the project, its implementation, and its evaluation. In addition, it provides insight into the purposes, background, and development of the project. Specific sections provide information concerning the professional responsibilities of the staff, operational procedures, the process model used in the project, and resources. Appendixes provide copies of forms used in evaluating the project. (FL)

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PROJECT STAR HANDBOOK

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Volume III, Project STAR Final Evaluation, 1978

A Publication of

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PREFACE

Project STAR

PLANNING AND IMPLEMENTATION HANDBOOK

The Project STAR Planning and Implementation Handbook gives the reader an opportunity to gain an understanding of all facets of Project STAR. It represents volume III of the final evaluation report for the STAR Project. It was designed to serve as a ready reference to personnel directly involved in the Project by providing information regarding Project planning, implementation, and evaluation. Additionally, it is designed for those persons wishing to gain insight into the background, purposes, and development of Project STAR. It is hoped that this Handbook will prove helpful to those searching for exciting, alternative approaches for improving school reading programs. The reader is encouraged to adapt ideas presented here to other basic skills areas, thereby increasing the scope of this Handbook.

PROJECT STAR
STATEMENT OF BELIEFS

WE BELIEVE --

in the advocacy of the child above all else.

that the child-centered school offers the best setting for educating our young children and for helping them develop into well-rounded responsible citizens.

that Project STAR represents the first organized effort that we have been a part of so we can more effectively utilize the skills and resources needed to achieve the child-centered school.

THEREFORE, Project STAR is --

an organized facilitator of change; an organized process through which we can improve a total instructional program, pulling all components together into a unified comprehensive school-wide program.

professional growth; a clarification of roles and responsibilities; learning through personal involvement; the sharing of ideas; a way of determining specific needs and providing the most effective in-service to meet identified needs; an ongoing, motivating process; a self-evaluation tool.

an awareness; a communicator; a catalyst; cohesiveness - intra and interschool.

work; demanding on personnel and resources; additional staff help; identifying instructional groups of students; written documentation of programs; an effective accountability tool.

one part of the constellation that is MSDE.

a point-of-view; a consensus of beliefs.

WE BELIEVE that Project STAR can be --

all encompassing; the model for a comprehensive curriculum process in the State of Maryland; an effective public relations tool.

an ongoing inservice for total staff as well as an excellent self-evaluation tool; a training program.

programs by objectives.

a threat - to those without determined written goals and objectives and/or with a lack of commitment to what STAR can achieve.

> A goal properly set is partially reached because it is a strong statement of our BELIEF that we can and will reach it. But - a goal casually set and lightly taken is freely abandoned at the first obstacle.

STAR Participants:
Principals
LEA Contact Persons
STAR Resource Teachers

Ode to a STAR

-by M & E (ME)

Once upon a summer day,
Dr. Hornbeck was heard to say,
"How can we improve these schools?
"Can you give us any rules?"
"Sure I can" Dick replied,
"But I need someone special at my side.
Someone who likes a good school lunch--
Someone who likes to talk a bunch--
Someone who can arbitrate--
Someone who can communicate.
Let us look at each school's score,
High residuals, low achievements--Nevermore!"
Quoth Hornbeck, "Nevermore!"

So, around the state the word did pass
That Petre wanted change agents in class
--And suddenly, there did appear
Three lovely ladies--each one a dear,
Plus one mis-guided lad--(a genuine Finck),
A great combo--a reading team that could think!
Into the great State Department they went,
Filled with knowledge, but no equipment--
No desk, no chair, no paper, no pen,
No what, no where, no how, no when...

Seeing that they were pale and nervous,
Petre quickly held an inservice.
"Let us look at each school's score.
High residuals, low achievement--Nevermore!"
Quoth the team, "Nevermore!"

And thus it was that these people great
became a team--the best in the state.
A team called STAR
Who were destined to go far--
They went to Rutland, Curtis Bay, and Wayside,
They went to Brentwood, Solley, and Shady Side--
And a few members in between
But always was heard from STAR team,
"High residuals, low achievements, Nevermore!
Low residuals, high achievements, Forevermore!"

. . . . . .

Thus ends our tale of this first year.
We leave New Windsor with no fear
That we'll know what to do next year--
Thanks to Vera, Trudy, Peter and Sandy--
And Petre, too, for being so handy.

Everywhere, we'll be heard to say,
"Low residuals, high achievements, Forevermore!"
Quoth Leroy, "Forevermore!"

(Writer in Residence--Wayside School and
Poet Laureate of Charles Co. Public Schools)

Muriel Smith
Project STAR Resource Teacher
Evelyn Winfield
Charles County Contact Person

OVERVIEW

PROJECT STAR PURPOSES

Project STAR (State Technical Assistance Resource) was initiated in July 1976 by the Maryland State Board of Education to "improve basic skills in 10 schools in the State which scored the lowest in the accountability testing program." Validation in each selected school of achievement of the program listed in Standards for Successful Reading Programs is one means of carrying out the Board's mandate.

In addition to the overall purpose of helping schools improve achievement scores, the Project has the following purposes:

- To provide participant local educational agencies (LEAs) with a process model which will enable them to assess and improve their reading programs;
- To assist LEAs and selected schools in the use of the Standards for Successful Reading Programs to assess their current reading programs;
- To assist LEAs in developing action plans for improving the selected school's reading program;
- To identify and provide a technical assistance staff to help with the implementation of action plans;
- To support designated schools as they achieve each Standard;
- To conduct research which documents the processes used for making changes in the reading program.

PROJECT STAR GOALS AND OBJECTIVES

Participants in Project STAR agreed by consensus in June 1978, that the following goals and objectives represent the mission of the Project.

MISSION STATEMENT: Project STAR will improve the reading program in selected schools by providing technical assistance in the following areas:

I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS

A. Student Performance

1. To identify prerequisites for successful performance in reading comprehension

2. To improve achievement of the prerequisites

3. To improve reading comprehension at the levels tested

B. Staff Performance

1. To identify inservice needs necessary to improve the reading program

2. To improve the instructional competency of staff members participating in the reading program

C. Organization and Administration

1. To have schools identify standards critical to improving their reading programs

2. To have schools meet mutually agreed upon standards

II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION

A. Interagency Cooperation

1. To encourage lines of communication between state, local system, and school education agencies

2. To coordinate federal, state, and school programs within the school

B. Intraagency Cooperation

1. To encourage lines of communication within the Maryland State Department of Education

2. To encourage lines of communication within school systems and schools

3. To articulate to Project Basic identified processes used to make changes in school reading programs

C. Interdisciplinary Cooperation

1. To involve state and local personnel in reading, guidance, language, and special education in support of the reading program

2. To provide funds and/or personnel to develop and implement projects in adult education, guidance, and language

3. To identify and involve additional sources of support for the school reading program (e.g., special education, early identification, early childhood, Title I)

III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR

A. Facilitate Stages of Change

1. To develop a process model for improving school programs

2. To use the process model to improve school reading programs

B. Secure Commitment

1. To use participatory management techniques to involve school, school system, and state personnel in improving the school program

2. To form linkage systems which assist schools in improving reading programs

3. To secure and involve community support for improving the reading program

C. Monitor

1. To monitor implementation of the process model

2. To monitor special projects associated with Project STAR

3. To monitor inservice provided by Project STAR personnel

IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT

A. Project Disciplines

1. To provide STAR Resource Teachers (SRTs), principals, school staffs, area and/or central staffs inservice in the content knowledge of reading, language, and guidance

2. To provide SRTs, principals, school staffs, area and/or central staffs inservice to develop positive attitudes toward reading, language, and guidance

3. To provide SRTs, principals, school staffs, area and/or central staffs inservice in instructional skills and strategies in reading, language, and guidance

B. Program Management

1. To provide SRTs, principals, school staffs, area and/or central staffs inservice in implementation of process model

2. To provide SRTs, principals, school staffs, area and/or central staffs inservice in the change process

3. To provide SRTs, principals, school staffs, area and/or central staffs inservice in the team approach

4. To provide SRTs, principals, school staffs, area and/or central staffs inservice in delivery systems

V. EVALUATION OF MISSION STATEMENT

A. Improvement of the Reading Program

1. To improve students' reading comprehension at grades 3 and 5 on the Iowa Tests of Basic Skills

2. To improve STAR Resource Teacher, principal, and school staff competencies as identified by levels of use, results, and satisfaction on the Division of Instruction evaluation instrument (Truex Model)

3. To make a difference to participating schools by having each school meet the standards identified as critical to improving its reading program

4. To make a difference to participating schools by having each school meet the standards mutually identified as improtant to improving the reading program

B. Processes Used To Improve the Reading Program

1. To increase the level of congruence between teachers' perceptions about the ideal and actual state of the reading program

2. To identify effective processes for delivery of service

3. To evaluate use of the process model

4. To monitor and evaluate the use, results, and satisfaction of special projects associated with Project STAR

5. To evaluate the interdisciplinary team approach:

   a. school reading and screening teams
   b. state team

6. To evaluate the cooperative efforts of Project STAR

Agreed to: June 8, 197

SOURCES: Information Sheets (1976, 1977), Brochure, Handbook, Position Paper, Accountability Book, Evaluation Activity Plan, and Title IV-C Proposal.

PROJECT STAR

ROLE DESCRIPTIONS

Role descriptions are important to all persons participating in Project STAR. They delineate areas of responsibility as well as clarify what others can expect of each person in terms of the services to be provided.

The ideas in the role descriptions provided in the STAR Handbook were developed by Project participants and reflect their experiences and thoughts as to what the various roles require. These roles are not meant to be considered as job descriptions in the sense that rigidity of function occurs, but are intended to be helpful as indicators of activity areas.

STATE-BASED STAR TEAM ROLE DESCRIPTION

LEADERSHIP

- Provide guidance to local school systems in the use and implementation of the Standards for Successful Reading Programs in STAR schools
- Work at school level with local STAR contact person, STAR Resource Teacher (SRT) and principal to develop action plans for program change
- Facilitate the coordination of local and state resources needed to implement Standards
- Plan inservice to satisfy identified school and SRT needs
- Compile observations of practices in STAR schools that provide useful data in the ongoing achievement of Standards for Successful Reading Programs in the state
- Provide input in the final evaluation of the efforts of Project STAR

TECHNICAL ASSISTANCE (PROJECT PROCESSES)

- Assist the STAR resource staff and LEA central support team in the clarification and use of documentation instruments and processes
- Assist school and local resource staffs in the identification of the school's available human and material resources
- Assist school and STAR resource staffs in the development of a school priority list as determined by assessment data

- Assist each school in the development of an action plan that incorporates activities, resource people, expected completion dates, and outcomes needed to improve the school's reading program

- Assist in the implementation of the school-developed Action Plan by activating the resources within the school and by being the "link" to resources inside and outside the local school system

TECHNICAL ASSISTANCE (GROUP PROCESSES AND CONTENT)

- Assist in the identification of school-based inservice needs or desires as a result of program assessment

- Assist in inservice for LEA staff persons, e.g., supervisors, principals, reading teachers, special education teachers, speech and language specialists, classroom teachers, and STAR Resource Teachers

- Provide technical assistance in the areas of reading, language development, human relations, and community involvement

- Provide technical assistance in the development of strategies for the integration of a total school program that includes grade-to-grade activities, special projects, diverse instructional programs and disciplines

- Assist STAR resource staff, LEA central support team, and school staffs in the implementation of the school-developed action plan that focuses on language improvement in selected schools

- Assist STAR resource staff, LEA central support team and school staffs in the design, funding, implementation, and monitoring of adult education projects in selected schools

- Assist LEA personnel in workshop planning and in identifying resources needed to implement workshops

- Assist principals and school staffs in obtaining presentations that fit their unique needs

- Provide technical assistance to schools in the implementation of strategies for self-concept improvement in selected schools

- Conduct workshops with LEA staffs in affective teaching strategies in selected schools

The following roles and responsibilities were developed by Project e.g., participants in conjunction with the Project Goals and Objectives. They serve to delineate the various functions required for the accomplishment of each goal.

I. Improving the performance, organization, and administration of elementary schools' reading programs.

The State Team will assume overall responsibility for the functions of planning, assessing, communicating, recommending, training, and monitoring.

II. Promoting interagency/interdisciplinary cooperation

The State Team will assume overall responsibility for the functions of communicating, coordinating, and implementing interagency cooperation.

Additionally, the State Team will assume overall responsibility for the planning and training needed to provide interdisciplinary cooperation.

III. Developing an environment in which change can occur

The State Will assume overall responsibility for the functions of supervising, coordinating, assessing, and training staff in change agentry.

IV. Developing needed competencies to improve reading program content and management

The State Team will assume overall responsibility for the functions of leading, training, planning, and monitoring.

SCHOOL-BASED STAR RESOURCE TEACHER

ROLE DESCRIPTION

IMPLEMENTING THE PROCESS MODEL

Each school-based STAR Resource Teacher (SRT) will work with the local school team, area, regional and/or central office team(s) as a facilitator in implementing phases of the Process Model. They will:

- Interpret the Standards and Project STAR to faculty
- Assist in assessing programs
- Assist in developing program goals and priorities
- Assist in developing and writing action plans
- Assist in implementing action plan activities
- Assist in monitoring action plans
- Assist in developing maintenance activities

DEVELOPING SCHOOL-WIDE PROGRAMS

If necessary, as determined by program assessment, each school-based STAR Resource Teacher will assist local staffs as they:

- Organize a reading program
- Develop an assessment program
- Demonstrate a variety of instructional strategies
- Develop a school-wide system of recordkeeping
- Use school-based competencies in staff development
- Organize human and material resources
- Involve community resources and volunteers
- Develop an appropriate language program

CHANGE AGENT ROLE

The school-based STAR Resource Teacher will work with and through the school principal and other administrators within the LEA to:

- Create an awareness of the need for change prior to and throughout the change process
- Build a viable relationship with local staffs

- Conduct a needs assessment of competencies of school staffs and provide adequate training and follow-up to insure success of the change plan
- Identify and acquire needed resources
- Improve decision-making skills
- Develop strategies that provide for acceptance of the change plan
- Develop and implement the changes
- Develop an internal capability to maintain on-going activities without outside help

INSERVICE

Each school-based STAR Resource Teacher (SRT) will assist local staffs as they:

- Assess curriculum and staff needs
- Identify resources to be utilized in providing necessary staff development
- Conduct inservice workshops
- Determine implementation on classroom level
- Provide classroom demonstrations of techniques featured in the workshop
- Provide for teacher application of demonstrated techniques and follow-up activities
- Provide evaluation and monitoring procedures of staff development

The following roles and responsibilities were developed by Project participants in conjunction with the Project Goals and Objectives. They serve to delineate the various functions required for the accomplishment of each goal.

I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS

The SRT will share responsibility for assessment, training, coordinating, and planning.

II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION

The SRT will share responsibility of support to foster interdisciplinary cooperation.

III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR

The SRT will share responsibility for communicating, monitoring, planning, and securing commitment to program change.

IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT AT THE SCHOOL LEVEL

The SRT will share responsibility of planning, training, implementing, supporting, and monitoring program content and management at the school level.

PRINCIPAL'S RESPONSIBILITIES TO PROJECT STAR

To facilitate the implementation of Project STAR the principal is encouraged to:

- Attend all meetings and/or workshops related to Project STAR
- Assume the role of leadership of Project STAR in the schools
- Introduce Project STAR to the school
- Serve as a model by participating fully in all project phases:
  a. be responsible for documentation
  b. assist in setting goals and priorities
  c. assist in action plan writing
  d. monitor completion of action plan activities in the school
  e. arrange time schedule for implementation
  f. assist in revalidating met standards
  g. assist in maintenance plan writing
- Coordinate on the school level all Project activities with participants: school staff, central staff, STAR Resource Teacher, students, and community
- Continue implementation of activities in the SRTs absence

The following roles and responsibilities were developed by Project participants in conjunction with the Project Goals and Objectives. They serve to delineate the various functions required for the accomplishment of each goal.

I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS

The principal will assume overall responsibility for the functions of supervising, leading, implementing and communicating.

II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION

The principal will assume overall responsibility for the functions of interagency communication and support. Additionally, principals will assume overall responsibility for assessing need, securing commitment, and coordinating activities that foster interdisciplinary cooperation.

III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR

The principal will assume overall responsibility for leading, implementing, assessing, and supporting.

IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT

The principal will assume overall responsibility for coordinating, recommending, supporting, communicating, and assessing.

LOCAL EDUCATION AGENCY CONTACT PERSON'S RESPONSIBILITIES TO PROJECT STAR

The Contact Person from each Local Education Agency is encouraged to:

- Attend all meetings and/or workshops related to Project STAR
- Direct and coordinate the project within school system
- Discuss with State STAR Team school system plans and priorities as they relate to STAR
- Assist faculties in obtaining appropriate services from within the school and the school system
- Keep communication open between school, school system, and state staffs
- Report monthly school progress to LEA superintendent
- Obtain workshops for credit
- Monitor schools and continue to provide services when Project STAR withdraws from the school.

The following roles and responsibilities were developed by Project participants in conjunction with the Project Goals and Objectives. They serve to delineate the various functions required for the accomplishment of each goal.

I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS

The LEA contact persons will assume overall responsibility for coordinating and supporting.

II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION

The LEA contact persons will assume overa responsibility for coordinating, recommending, and communicating.

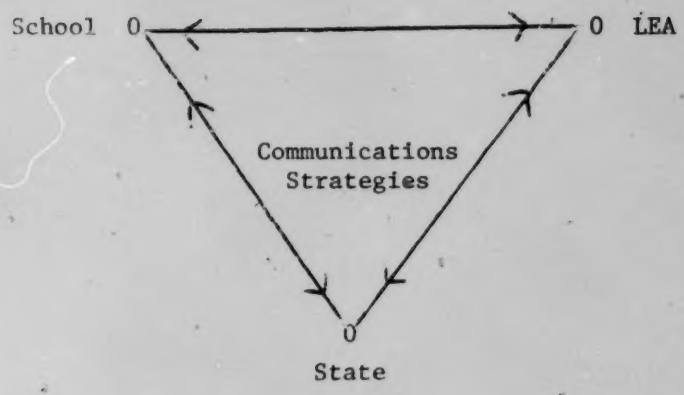
III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR

The LEA contact persons will assume overall responsibility for securing commitment, recommending, monitoring, and communicating.

IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT

COMMUNICATIONS

STRATEGIES



Communication Strategies are designed to improve the channels of communication among the five education agencies in Project STAR. For each school to receive maximum support from their system and the state, the state staff and LEA staff must remain in frequent and open communication. Notification of visits to schools, conference sheets, Project workshops, and forms used in the Project phases help to inform all participants of the progress made in STAR schools.

MATERIAL REMOVED DUE TO COPYRIGHT RESTRICTIONS

Projected consequences of breakdown in communications.

Projected consequences of successful communications. Project STAR has a minimum budget for positive reinforcements!

"Peanuts" copyright - Charles Schultz

Figure 1

School Level Communications

Person responsible for initiating communications STAR Resource Teacher

Within School	To LEA	To State
1. SRT works with principal to a. plan teacher involvement in project. b. arrange for compatible dates for State STAR visit. c. communicate results of documentation to school staff. d. discuss need for adult education project. e. plan inservices and/or workshops. f. keep principal and staff continuously informed of STAR activities.	1. SRT informs LEA contact person(s) of: a. dates for state STAR visits. b. upcoming inservices and/or workshops related to STAR. c. beginning and ending dates for phases of the project. d. progress with adult education project.	1. Principal should be present during visits by State STAR Team.
2. SRT helps interpret purposes and phases of STAR project to faculty and parents.	2. SRT requests help from LEA contact person(s) when LEA guidelines, support services, inservice 3-credit course, etc., are needed to help implement plans for an improved reading program.	2. SRT keeps State Team informed of progress school is making in each phase of project.
	3. Principal forwards to LEA superintendent special project proposals if adult education projects are requested.	3. SRT requests technical assistance from State Team when help is not available through LEA resources.
	4. SRT forwards to central office through LEA contact person(s) one copy of school's documentation, action plans and successful revalidation of Standards.	4. SRT sends to State a claendar of school holidays and scheduled in-service days.

Figure 1 (continued)

School Level Communications

Within School	To LEA	To State
		5. SRT and principal use school's copy of conference sheet as reference for planning follow-up activities. 6. Principal and faculty will attend STAR-related inservice workshops at their own school. 7. SRT sends completed documents for the project to the state at designated dates.

Figure 2

LEA Leval Communications

Persons responsible for initiating communications: LEA Contact Person(s), Reading Supervisor and/or her designee

To School	To State
1. LEA contact person(s) will be present during state STAR visit for documentation.	1. LEA contact person(s) will share with State STAR Team LEA developed: a. reading program; b. inservices; c. priorities in reading.
2. LEA contact person(s) meet with SRT periodically to review school's progress.	2. LEA contact person(s) will share with State team his/her perception of progress or concern of schools as seen by central/regional office personnel.
3. LEA contact person(s) provide(s) to school upon request: a. a list of support personnel (Stand. 9); b. criteria for reading groups (Stand. 4); c. guidelines and procedures, i.e., Early Identification, establishing a 3-credit workshop, communications protocol within system; d. assistance in writing, approving and implementing Adul Education projects.	3. LEA superintendent will sign any requested special projects before forwarding them to Maryland State Department of Education.

Figure 3

State Level Communications

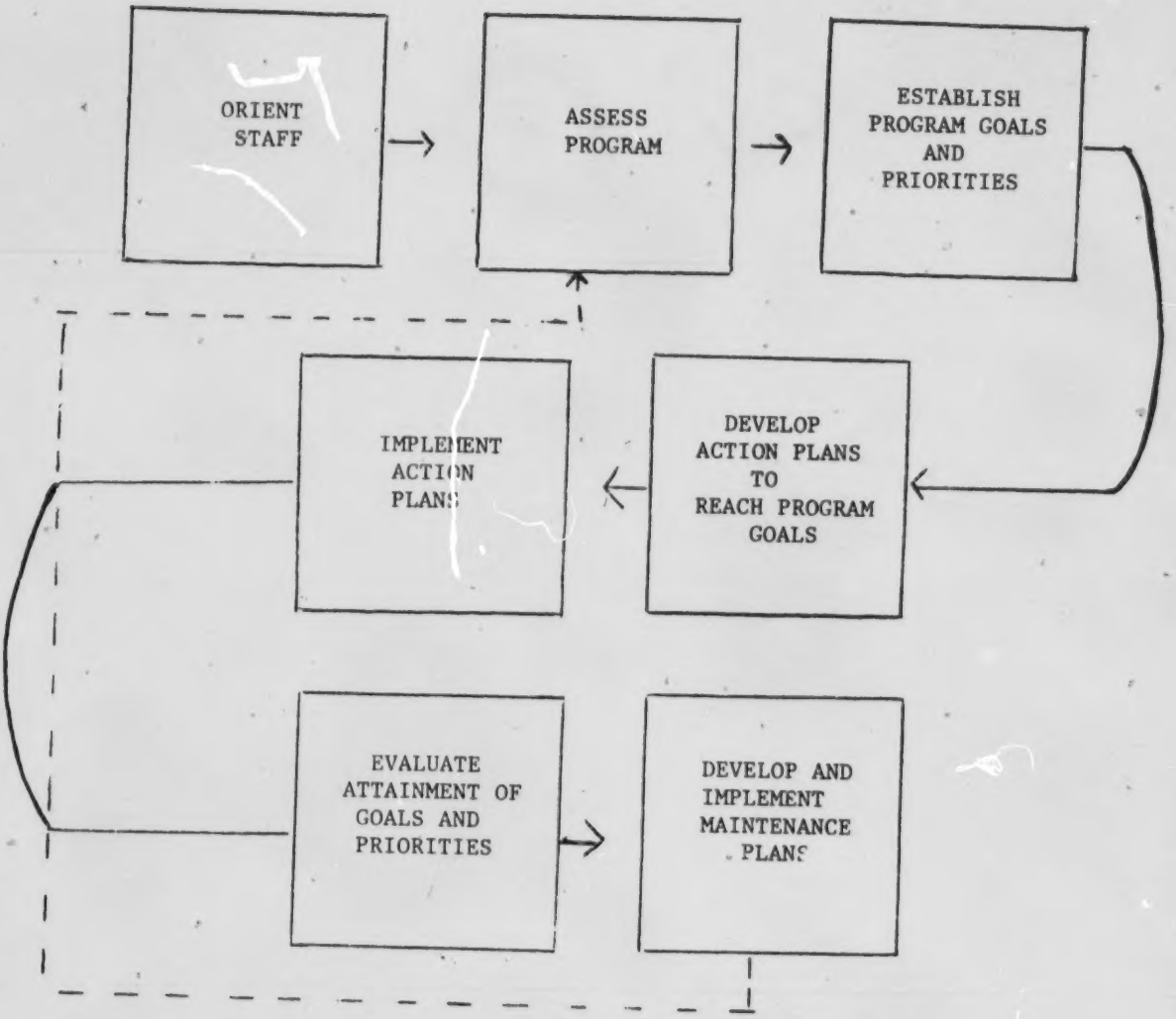
Persons responsible for initiating communications:
STAR Team; Chief of Basic Skills Branch; Director, Division of Instruction and Assistant State Superintendent in Instruction

To LEA	To Schools	To State Board
1. Provide orientation to project.	1. Establish contact person for each school.	1. Make written reports, upon request, to Board on progress of project.
2. Provide focus regional workshops on phases of the project and topics of determined need.	2. Provide orientation of project to principal and school staff.	
3. Provide continuous progress via conference sheets.	3. Leave copy of conference sheet after meetings at the schools.	
4. Provide year-end reports of school's progress in meeting Standards.	4. Provide handbook to help implement project.	
	5. Provide end-of-year report to principal of school's progress in meeting Standards.	
	6. Assist in providing technical assistance to schools.	

Figure 4

A PROCESS MODEL FOR IMPROVING A

SCHOOL'S INSTRUCTIONAL PROGRAM


ORIENT STAFF
ASSESS PROGRAM
ESTABLISH PROGRAM GOALS AND PRIORITIES
DEVELOP ACTION PLANS TO REACH PROGRAM GOALS
IMPLEMENT ACTION PLANS
EVALUATE ATTAINMENT OF GOALS AND PRIORITIES
DEVELOP AND IMPLEMENT MAINTENANCE PLANS

PROCESS MODEL OVERVIEW

The process model (see Figure 4) for Project STAR includes seven phases. These phases are used to plan changes in a school's identified program. This model provides the means to develop a school's total reading program and to implement the Standards for Successful Reading Programs in keeping with Maryland's Reading Plan for the seventies.

PHASE I: Orient Staff

The orientation phase of the Project includes securing a reciprocal agreement between the State Department of Education and the LEA to be involved in the Project; introducing the Project to central staffs, principals, and school staffs; conducting principal workshops that will provide an overview of the total Project; and conducting joint personnel training for school-based STAR Resource Teachers and designated LEA representatives.

The orientation phase also includes apprising STAR Resource Teachers, designated LEA representatives, and school staff on the seven Project phases. In addition, the State STAR Team presents "focus" workshops before each new Project phase. These workshops concentrate on the skills and procedures needed to implement each process phase.

PHASE II: Assess Program

The assessment phase includes a total program assessment of each school involved in the Project. This assessment involves the collection and analysis of data affecting the reading program of each school. The STAR Team, LEA liaisons, school principals, and school staffs use the Standards for Successful Reading Programs as the basic tool for this assessment. From this analysis the strengths and weaknesses of the reading program are determined and a profile of the school developed. The Validation Team jointly decides where program changes are to occur and whether or not a Standard has been met. The results of this assessment are then recorded.

PHASE III: Establish Program Goals and Priorities

Immediately after completion of program assessment, each school develops goals for the reading program. These goals are pl ed in priority order according to assessed needs of the school. A summary sheet is used to record the number of Standards met and the priorities established.

PHASE IV: Develop Action Plans

The Action Plan Phase is devoted to developing objectives and activity plans for reaching the program goals set during and after program assessment. These action plans are developed by local school staff and the STAR Resource Teacher with input as needed from LEA staff and the State STAR Team. (See Figure 6, pg. 48.)

PHASE V: Implement Action Plans

The fifth phase--and the longest one--is the implementation of written, agreed-upon action plans. The time period for this phase varies from school to school depending upon the long-term and short-term goals set for the reading program. The State STAR Team will assist schools in identifying support personnel to implement action plans and will provide technical assistance to LEA staffs to facilitate the implementation of action plans.

PHASE VI: Evaluate Attainment of Goals and Priorities

The process for determining if program goals developed in Phase III have been attained occurs when a school staff feels that most of the planned activities have been completed. Therefore, Phase VI varies according to the action plans developed. A part of this evaluation includes reevaluation of Standards. During Phase VI, the validation team reconvenes for the purpose of assessing the accomplishment of action plans and offering assistance to schools as they prepare for the maintenance of their instructional program.

PHASE VII: Develop and Implement Maintenance Plans

The maintenance phase is that phase of the process model that allows for conservation of a well-balanced reading program. Maintenance is ongoing and provides strategies for continual program assessment on a regular basis. This phase also includes yearly management procedures necessary to sustain the desired level of program development.

PHASE I

ORIENT STAFF

As mentioned in the Process Model Overview, the orientation phase of the Project includes securing a reciprocal agreement between the State Department of Education and the LEA to be involved in the Project; introducing the Project to central staffs, principals, and school staffs; conducting workshops that will provide an overview of the total Project; and conducting joint personnel training for school-based STAR Resource Teachers and designated LEA representatives.

At the school level the orientation phase includes clarification of the purposes and goals of Project STAR, the Standards for Successful Reading Programs, and staff roles and responsibilities in the Project. Furthermore, the resources available to the school as a part of Project STAR are discussed.

The orientation phase also includes apprising STAR Resource Teachers, designated LEA representatives, and school staff on the seven Project phases. In addition, before each new Project phase, the State STAR Team presents "focus" workshops which concentrate on the skills and procedures needed to implement each phase of the process model.

PHASE II

ASSESS PROGRAM

PROGRAM ASSESSMENT

Program Assessment is the second phase of the Project STAR Process Model. During the assessment phase, seven areas of the school's reading program are assessed. These areas are called Clusters: I--Goals and Objectives; II--Assessment; III--Program Development; IV--Providing Appropriate Programs; V--Program Management; VI--Articulation; and VII--Staff Development. Each of the 28 Standards from Standards for Successful Reading Programs has been clustered under one of these seven broad areas with a focus statement for each Cluster. (See Figure 8, pg. 69.)

This assessment also includes the collection and analysis of data according to standard indicators developed by the LEA liaisons, STAR Resource Teachers, and the State STAR Team during the spring and summer of 1977. Indicators that describe written evidence are included under Documentation--Part A; indicators that analyze written evidence and describe behaviors are included in Documentation--Part B; and indicators that are perceptual in nature are included in a teacher assessment of all seven phases of the reading program, Documentation--Part C.

To implement the Program Assessment phase, each school establishes a Reading Team and a Validation Team. The school Reading Team collects evidence as specified by written indicators in Documentation--Part A and begins to analyze written data and observe behaviors in the reading program in keeping with indicators in Documentation--Part B. The STAR Resource Teacher, under the direction of the principal, administers the teacher assessment instrument.

The Validation Team convenes to decide Standards met and provide input into the development of Action Plans based on total program assessment. The Validation Team also records met Standards, transfers them to the Summary Sheet, and at the conclusion of the Documentation Process, prepares the Documentation Forms in triplicate and forwards them to appropriate persons.

The steps outlined, when completed, allow the school to move into the third and fourth phases of the Process Model--the establishment of program goals, the setting of priorities, and the development of change plans. A diagram of this phase is found in Figure 11 on page 95.)

ESTABLISHING A READING TEAM

Rationale

Each school participating in Project STAR may find that establishing

a reading team is one of the most effective ways to organize, administer, and evaluate a total reading program. Some outcomes from establishing teams have been:

- Decreased administrative burden for the principal
- Decreased administrative and academic responsibilities for individual classroom teachers and special teachers
- Provision of appropriate and continuous reading programs for students through cross-grade and cross-subject articulation
- Increased "ownership" in and, therefore, commitment to school programs and student progress
- Increased use of the expertise available within the school and outside the school
- Provision of a mechanism for continued evaluation, monitoring, and revision of an established program

Membership

To be effective, the Reading Team (see Figure 5, pg. 40) should be comprised of a cross-section of faculty members so that wide representation is available; consideration needs to be given to including faculty members who represent grade levels, content areas, special program areas (such as Title I, speech and language, and special education), and persons who are the most knowledgeable about reading. The team may also include system-based reading consultants or supervisors and parents. System-based or parent team members would not necessarily be involved in day-to-day decisions, but would be called upon to serve as part of the team when appropriate.

There are several ways to determine the school-based membership; however, one standing member of the team, regardless of its composition, should be the principal. Schools organized on a team teaching basis could include team leaders, while schools organized on a curricular basis could form a team that would include the reading committee and some members from other curricular areas. Many schools operate on a grade-level basis and the grade chairman (or other representative) may be included. Volunteers could be solicited, although one could not be assured of broad-based representation nor the most expert assistance if teams were formed in this manner.

Functions of the Team During Validation

Under the leadership of the principal the functions of this team during the program assessment phase are to collect and analyze written indicators and observe behaviors in the reading program as indicated by Documentation--Parts A and B. After the assessment phase, other functions

may be assumed by the team; it does not disband at the end of this assessment phase.

During program assessment the team follows these procedures which can be carried out simultaneously under the direction of the principal:

- Coordinate the collection of the written indicators on the "Indicators Worksheet for Documentation--Part A." (See Appendix A, pg. 135). Directions for collecting the written materials are found on the worksheet. In addition, other written materials may be collected to assist in the decision to meet a Standard. All written evidence is to be made available to the Validation Team (described below) when it convenes to decide met or unmet Standards.

- Analyze written indicators and observe behaviors within the school's reading program. These indicators are specified on the worksheet for Documentation--Part B. (See Appendix B, pg. 139). The completed available evidence is analyzed at the time the Validation Team convenes

- Under the direction of the principal, the STAR Resource Teacher administers both parts of the teacher's assessment of the reading program, Documentation--Part C. (See the Resource Information Section, page 113 , for the directions for administering and scoring this assessment instrument, and Figure 13, pg. 117 or Volume II, pg. 87, for teacher assessment instrument.)

ADDITIONAL FUNCTIONS OF THE TEAM

The Reading Team responsibilities listed below may require participation of the total staff. In such instances, it is the team's responsibility to provide the leadership and guidance for accomplishment of the task. The Reading Team will:

Assessment

- Develop an assessment program that provides for sequential levels of diagnosis

- Interpret test results to identify learning groups as well as individual learning styles

- Devise and monitor individual, classroom and school-wide record forms

- Monitor individual and group progress to determine need for program change and referral to screening committee

- Determine organizational structure

Program

- Develop, review and revise objectives

- Provide a plan for the total school population for the prevention of reading failure that includes early identification, accurate use of assessment data, appropriate placement, and the promotion of the child's self-worth and interests
- Develop a plan for the prevention of failure by providing guidelines and criteria for the decisions to be made for the nonachiever
- Select materials appropriate to instructional needs of pupils
- Promote promising and varied instructional practices
- Involve staff in program planning and evaluation (process and product)
- Involve specialists in program planning and staff development
- Involve the home and community in the learning process as volunteers.

Articulation

- Articulate the learning process to the home and community
- Articulate reading program to middle and junior high schools
- Consult with central office staff.

ESTABLISHING A VALIDATION TEAM

Purpose

For each school participating in Project STAR, a task team will be established to evaluate the documents collected by the Reading Team, to validate Standards, to make recommendations for program improvement. This team will exist for the purposes stated and will function during phase two and phase six of the Project.

Membership

For most schools the Validation Team (see Figure 5, . . . 40) will consist of the principal, LEA contact person (in most cases, the reading liaison member), State STAR Team members, and the school-based STAR Resource Teacher. The Local Education Agency may designate other appropriate regional or central staff personnel as members of this team, and the school may designate a staff member to participate.

Functions of the Validation Team

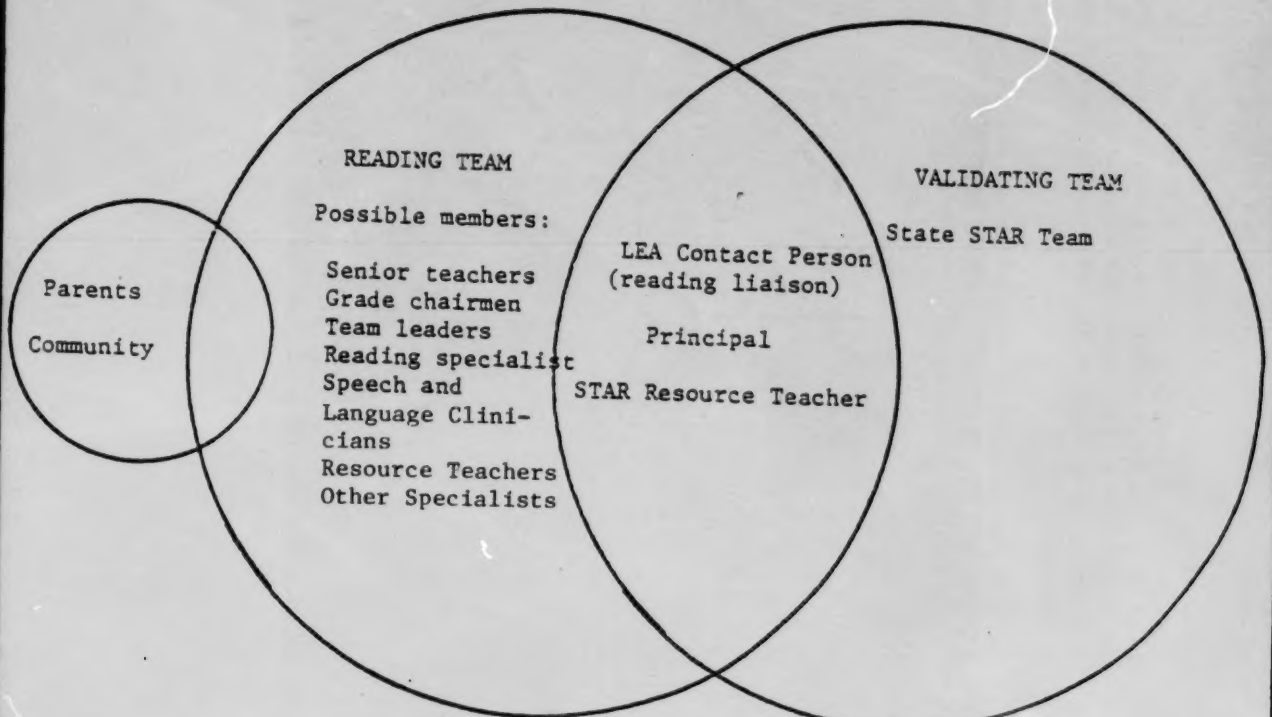
Some members of the validation team will also be members of the school reading team and will, therefore, participate in the gathering of written

and behavioral evidence. As Validation Team members, however, their functions will include the following

- Finalize dates to convene to decide met and unmet Standards
- Meet as a group to complete the analysis and validation of the written and behavioral indicators collected by the Reading Team
- Determine, beginning with Cluster I, which Standards are met and provide input into writing Action Plans for Standards which are not met (Information from the Indicators Worksheets for Documentation--Part A and Documentation--Part B may be used by the Validation Team as it evaluates the evidence for each Standard)
- Record the results of validation on the documentation forms by placing a check in front of met indicators and a minus in front of unmet indicators (see Appendix C , pg. 143).
- Complete the data on the top of each Documentation Form. When all Standards have been evaluated forward one copy of the Documentation Form and the Summary Sheet (see Appendix D, pg. 203) to the State STAR Team, together with requested support evidence for Documentation--Part A. (See Worksheets for Documentation--Parts A and B, Appendixes A and B.)

Figure 5

SCHOOL TEAMS



PHASES III AND IV

ESTABLISH PROGRAM GOALS, SET PRIORITIES, AND DEVELOP ACTION PLANS

Phases III and IV of the process model concern writing action plans. These plans result from the assessment and validation of the reading program in Phase II. In this section of the handbook the two phases will be explored as integral parts which are difficult to separate. Setting priorities and writing of action plans blend together into the major product--an effective action plan.

This section focuses on the direction for school action plans. Consideration is given to the skills needed by a school staff in order to write action plans as well as to developing the foundation needed for the successful implementation of these plans.

A SYSTEMATIC APPROACH TO CHANGE

Educators must prevent having the assessment instrument become the curriculum. Project STAR must also prevent having Standards for Successful Reading Programs become the curriculum. Use of the Standards by validation teams is mainly for the purpose of program assessment and to a lesser degree for providing detailed direction for changing the reading program. The major focus of the Project is reading program improvement and validation reveals that the Standards provide a guide, but are not all-encompassing for a successful reading program. Programs operating in schools should be based on information relevant to the characteristics of the student population. School staffs possess this knowledge of students, and their input must be sought as decisions are made.

Focus on the Future

Education is a changing process, and as educators we must be aware of the need for ourselves to change--we are in the improvement business. To accomplish the goal of an improved reading program an attitude of moving ahead must be fostered and maintained. Future achievement, while based on the experiences of the past, cannot be held back by these same experiences. Schools participating in Project STAR need time in order to be successful.

Planning for and accomplishing change requires an openness of attitude, the ability to diagnose needs, and a willingness to make corrections as they become necessary. Project STAR as a dynamic process attempts to bring about these changes. Therefore, developing commitment to providing children with the best in reading programs together with effective planning occupy the majority of the time that has been alloted for the Project.

Working with Existing Priorities

Project STAR differs from many other Projects in that schools are provided the management skills necessary to integrate existing school programs into one continuous and effective system. Priorities identified as a result of the Program Assessment Phase of Project STAR must be integrated with the pre-existing priorities established by school staffs and local school systems. Only in this manner will the projected changes result in lasting effects which will contribute to the growth and effective management of the total school reading program.

Differentiated Outcomes

Moving into Phases III and IV--the Goal and Priority Setting and Action Plan Writing Phases--it becomes apparent that effective action plans result in observable terminal behaviors in various people within a school's community. Ultimately, the greatest behavioral change should occur with students; however, there are times when important terminal behaviors are observed only in other members of the instructional community. For these reasons a differentiated outcome approach to writing action plans is used. Differientiated outcomes provide direction for improving the reading program. Simultaneously, there exists a focus on the student outcomes of improved reading skills and a positive attitude toward reading.

PLANNING PROGRAM IMPROVEMENT: WRITING ACTION PLANS

The information gathered in Phase II--Program Assessment--is essential to the successful completion of Phases III and IV. Program planning begins with looking at what already exists and determining needs. This analysis can be performed by identifying those standards and indicators which have been validated as implemented or not implemented. At the same time, consideration should be given to other aspects of the total school program which have an impact upon the development of action plans. Some items to be considered are: mandates from state and local offices, printed curriculum or professional aids, and the human and material resources available. A clear picture of strengths and needs begins to emerge.

Establishing Program Goals

The second step in planning program improvement involves establishing goals for the direction in which the reading team and the validating team feel the program should move. In Project STAR, the program goals (as opposed to the program objectives) have been predetermined and are represented by the focus statements for the Standard Clusters. (See Figure 8, pg. 69).

Establishing Program Objectives

The third step in program planning is to determine the objectives that require a long period of time to accomplish and those which require a short time to achieve. In Project STAR long-term objectives are those which require time beyond six months of the implementation phase; whereas,

short-term objectives are achieved within a six-month time.

School reading teams will have to address the identification of which goals must be pursued as well as the establishment of objectives that will enable the school to fulfill the intent of the focus statement and meet the standards. Thus, there may be written objectives for a Cluster which go beyond the literal interpretation of the Standards in a given Cluster.

Setting Priorities

The fourth step in program planning involves setting priorities among the determined objectives. Priorities are established by evaluating each objective according to these criteria:

- "A" priority - an objective which is urgent;
- "B" priority - an objective which is essential but not urgent;
- "C" priority - an objective which is important but not urgent or essential.

Selecting Activities

Those objectives selected as "A" priorities are incorporated into a written action plan which also describes specific activities designed to meet those objectives. The careful selection of activities is crucial and should not be omitted. One time management principle (the Pareto Principle on the 20/80 Law) states that 80% of the results are achieved by 20% of the effort expended. The difficult part in designing activities is to find those key activities which represent that 20%.

Those objectives selected as "B" and "C" priorities are reevaluated during Phase VI to determine whether they should be upgraded to "A" priorities for the next writing of action plans or that a maintenance plan needs to be written.

Establishing Timelines

Once activities have been designed one must consider several items: the time span required for the activities, the resources available to implement the activities, and the commitment from participants and activity leaders to be invoked in the activities. Time is a crucial factor that can make an activity successful or contribute to its failure. Activities that are paced too quickly or are scheduled at times that conflict with other priorities are predestined to fail or to be rejected when it is time to apply the principles involved in the activities. Helpful hints for time management can be found under "Time Management" in the Resource Information section of the handbook.

Additional time management principles state: (1) Things always take longer than you think they will (Murphy's Second Law); and (2) If anything can go wrong, it will (Murphy's Third Law). These two principles should be considered when planning activities and the time span for them. If no alternatives are considered and the "one plan" cannot be implemented, then all is lost. Having alternatives helps to maintain progress toward reaching those objectives established as high priority items.

The timeline, once established, also serves to function as a monitoring tool for use by the school administrator and supervisory personnel. A periodic check--perhaps monthly--of the action plan timeline can serve as a reminder and a review of what should have been happening during that given time period and whether or not the priority items have been given priority time or have been lost among the everyday activities.

IDENTIFYING RESOURCES TO SUPPORT PLANS

After planning the necessary actions, tasks to be done and establishing a timeline for completion of tasks, the following questions need to be answered

- Who needs to be included to get the job done?
- What support do I need to carry this action out?
- How can this support be obtained?

The final part of Phase IV focuses on the resources needed for the implementation of action plans and how to secure that support. The following sections on staff development and designing support systems in Project STAR will focus on the ways in which specific skills necessary to the project are disseminated. Also included in the Resource Section of the Handbook are the following topics

- Change Agentry
- Securing Commitment
- Decision Making Skills
- Time Management

STAFF DEVELOPMENT

Two concepts that have evolved from educational experiences during the sixties are (1) that innovation is as lasting as the innovator and (2) change must come from an awareness of need. As people are involved in programs which require changes, the first of these concepts is confirmed, i.e., wait awhile and even STAR will go away. As a State STAR team our tenure is of limited duration. In order to make lasting changes in school programs, Project STAR must provide for the continuity of program change through the local school system's change agents. This can be accomplished through staff development activities which place local school-based personnel (STAR Resource Teachers and Principals) in a trainer of trainers role.

Developing change from an assessment of needs is another problem. Although a needs assessment is an essential part of effecting permanent changes in schools' reading programs, in the past, this assessment has come from some external force which had the power to impose a solution on a school. This approach, however, has not been and will not ever be an effective measure to improve programs. While there is a need for some interaction and perhaps intervention from external influences, these must be kept to a minimum; self determination has to be considered in designing change processes. This section on staff development in Project STAR will focus on developing a systematic approach to change through the "trainer of trainers" inservice model.

Trainer of Trainers Model

The trainer of trainers concept for Project STAR is based upon the idea that the STAR staff team's efforts to effect changes in school's reading program can be more effective if efforts are concentrated upon a selected target group (SRTs and principals). This group then provides training for classroom teacher and other support staff. Selection of workshop topics will be an outgrowth of the needs assessment which has taken place in the Project STAR schools.

The State team's general objective for this concept might be:

GENERAL OBJECTIVE: To participate in organizing and implementing inservice workshops.

BEHAVIORAL OBJECTIVE: Given the task of developing an inservice workshop for STAR personnel, and given a planning session with SRTs, the State STAR members will be able to use the assessment information to select topics for workshop experience, develop and implement a workshop,

By providing all of the following:

- development of general objectives for workshop experiences
- options for workshop participation
- selection of material appropriate to carry out the objectives of the workshop
- clear instruction for participation in workshops
- summary discussion of workshop experience
- evaluation of workshop experiences based on the objectives for the workshop
- follow-up of workshop experience into the school

One of the key concepts in this approach is "model". The State STAR team's methods for the organization of workshops, the content and workshop methodology are analyzed by SRTs and other trainers. This requires

detailed pre-workshop planning sessions wherein all of the above mentioned behavioral objectives are met. This modeling and replication of workshop procedures can also be of use to other LEAs, and other State STAR members. This can be facilitated through the use of video-audio taping of workshop planning and implementation sessions. These, along with all printed materials, can be stored at MSDE and be added to the collection at the State Media Services Center.

SUPPORT TEAMS

Rationale

Providing groups and schools with an action plan to change some aspects of their instructional program can be overwhelming. Generally these action plans are added to an already overcrowded list of things to do. While the intention of good action plans is to provide an approach in which the "things to do" list is made more manageable, getting to this point requires herculean effort.

Three factors can be responsible for hindering the change prescribed in action plans: the unavailability of competent resources to carry out the tasks; the lack of integration with other system or school activities; and the "redtape" of the decision making process. Support teams, established to assist schools in the implementation of action plans, can help to eliminate these factors as restraining elements to change.

First, support teams provide schools with additional resources to assist in the accomplishment of action plan outcomes. If the school has selected assessment as a priority item, support personnel in this field will be identified to offer assistance if their competence is in this area. The assistance that is provided schools by support team members or their designees is to be specific to the school's identified needs rather than general in nature.

Second, support teams can assist a school by providing the leadership and support necessary to integrate existing programs, mandates, and procedures into one coherent plan for action in a given school or cluster of schools.

Third, support team members, key personnel in the school system, are able to provide schools with the background and procedures necessary to facilitate decision making. In addition to team members being able to make necessary decisions, the team--because of its collective competence--can reach consensus, thereby providing the ultimate decisior ker(s) with the information to make an appropriate and informed decision.

Design

Many answers to school-wide needs may be found within the competencies of the school-based staff. Simultaneously, there are areas of ed which require a broader view and the input of specialists and generalists who are knowledgeable and in responsible positions. Thus, there is the need to develop a school-based support team as well as a central or regional (area) office support team.

One way to begin to design support teams is to list all the supportive personnel available to the school (school-based, system-based, and out-of-system). Needs identified in the action plan are then matched with the strengths and responsibilities of the personnel available.

The school-based support team is generally an in-house group of staff members who have been identified as able to provide the services necessary for the implementation of the action plans. School-based staff members seldom are provided the opportunity to expand their professional horizons. By nature of the assignment, the teacher is locked in the classroom for the most productive part of the day. Isolation prevents the facilitation of communication between central office and school-based personnel because of scheduling problems as well as the fatigue involved in after school meetings. Involving staff as support team members to the entire school requires releasing them from traditional roles; it also provides them with the opportunities to grow as professionals by interaction with other support teams and to assist the school in the accomplishment of program goals and objectives.

The central office or regional (area) office support teams may consist of the appropriate persons from the administrative and supervisory positions in the school system. It may also include community representatives, consultants, or other personnel from outside the school system. The principal and key school-based personnel, e.g., the STAR Resource Teacher or reading teacher, would serve on the team as the link between school and the central or regional support team.

In Project STAR the State STAR Team is a support team established as an interdisciplinary team to assist the participating schools in implementing action plans. The State team acts as a support team to both central and local school staff.

Figure 6

Project STAR Action Plan

Purpose:			Name Date
Objectives & Outcomes	Intended Tasks or Activities	Leader/ Resources	Timeline

PHASE V

IMPLEMENT ACTION PLANS

The implementation of the plans and activities developed as a result of the needs assessment and goal-setting activities is a major component in the change process. Some considerations during this phase include formative evaluation of the plans, monitoring, and revision of the original plan. Even the best of plans can fail because of inattention to these details.

EVALUATION OF ACTION PLANS

Kinds of Evaluation in Project STAR

Three kinds of program evaluation are used with the Project STAR process model: diagnostic, formative, and summative. During Phase II--Assessment--diagnostic methods and procedures are used to assess the current state of the reading program and to identify facilitating and restraining forces for program effectiveness. This evaluative information is used to write the action plans for improving the school's reading program.

In Phase V--Implementation--formative evaluation is used to assess action plan activities while they are occurring. And when the action plans have been fully implemented, summative evaluation procedures are used in Phase VI--Evaluation of Goals and Objectives--to evaluate the end result of the plan and determine areas in which maintenance of progress or further improvement is needed.

Evaluating Plans During Implementation

The formative evaluation of action plans during implementation seeks answers to questions like the following: are activities occurring on time? as planned? with the intended results? The answers to these questions can be interpreted in two different ways depending on the evaluation model being followed.

Two evaluation models appropriate for formative evaluation include the program-audit approach and the management-decision approach. In program audits, evaluation would be directed toward ensuring that the program is implemented exactly as planned; deviations are not allowed. There are instances where this would be a desirable approach; for example, during a controlled experiment or a program which is to be replicated if proven successful as implemented. One significant characteristic of the program audit may prevent it from being a useful approach in some situations; the program plan may assume a rigidity that is counterproductive in the long run. On the other hand, the second evaluation model--the management-decision approach--allows for evaluation of the plan itself and modification of planned activities based on assessed need.

In Project STAR, participants are encouraged to use the management-decision approach. Activities and attainment?of objectives are monitored; any implementation problems encountered are dealt with in a flexible manner, and, if necessary, alternative or revised plans are devised.

MONITORING

Monitoring is essential to the formative and summative evaluation of action plans. It serves as an early warning system which can alert implementors and decision makers to whether activities are being implemented with the desired results.

Monitoring Responsibilities

One person must be responsible for monitoring a school's action plans. In most schools the principal bears this responsibility; in others, the responsibility may be delegated. In Project STAR, the State Team and STAR Resource Teachers have some monitoring responsibilities, and central or area office personnel may also have monitoring responsibilities--some related to Project STAR initiated activities and some related to ongoing school system priorities. (See the "Roles and Responsibilities Matrix," pg.101).

The person responsible for monitoring, regardless of position held, assists implementors by using monitoring devices--formal and informal--to check periodically whether tasks are being accomplished on time, whether plans need to be altered, and whether summative evaluation of the plan can take place.

Monitoring Devices

Several devices are available to accomplish the monitoring task during implementation. First, the Project STAR Action Plan contains space for a timeline. Either by writing in the completion date or filling in a "milestone" marker, each activity can be tracked. One glance at a plan thus marked reveals the progress made. (See Figure 9 in the Resource Information Section, page 89 .) A second warning device which might help the monitor is a grid. The grid can take a variety of forms depending upon the information required. (See Tables 1 and 2 in the Resource Information Section, pages 91 and 92). A third device is the use of a monthly, weekly, or daily "to do" list of items pulled from the plans. These can be particularly helpful if the monitor is responsible for several plans (at one school or several schools). A fourth monitoring device may be used for inservice which is provided as part of the Action Plans. In addition to a timeline, this device includes room for anecdotal records relating to follow-up actions and further post-inservice needs. (See Figure 10 on page 93.)

Only a few monitoring devices have been mentioned. With need and imagination many others can be devised.

REVISING ACTION PLANS

Many things can go wrong which would require a change in plans: illness or other incapacitating events of key personnel; budgeting actions; system, faculty, and/or community non-support; and attempting to solve the wrong problem or solve what is really a symptom of the problem, rather than the problem itself. Some of these may be anticipated during the problem solving and planning stages; however, events beyond our control can always occur. Monitoring of plans may reveal some of these barriers to implementation.

Formative evaluation of the situation described above may reveal that the consequence of these events is that the plan is not working.

- Objectives are not being met (maybe they are the wrong objectives or are out of sequence)
- Activities are not progressing (maybe they are inappropriate, were not developed with appropriate involvement of personnel, or are unrealistic in terms of time or resource demands)
- Stumbling blocks exist (the possibilities here are unlimited)

In addition, formative evaluation of the situation may reveal a need to make slight alterations or major revisions in the original action plans. Either can be a relatively painless process if the cautions in Phases III and IV have been heeded. These included developing alternative actions and identifying available resources.

Slight alterations in plans may include changing the timeline; the person responsible; or the addition, deletion, and modification of a few activities. These may be noted on the original plan without retyping. Major revisions, however, would include the need to change priorities, abandon objectives, select similar but alternative objectives, or devise an entirely different approach to solving the identified problem. Changes of this magnitude might require a return to Phase IV and the writing of an entirely new action plan. In either case, appropriate personnel should be involved in the problem solving and decision making necessary to modify the plan.

SUMMARY

The purpose of this phase is to implement the plans designed to improve the school's reading program. As the plans are implemented, monitoring serves as an early warning system to determine whether formative evaluation will indicate plans are succeeding as planned or require revision. When plans are completely implemented, the next phase is entered and a summative, or end result, evaluation takes place.

PHASE VI

EVALUATE ATTAINMENT OF PROGRAM GOALS AND OBJECTIVES

The evaluation of established goals and objectives and the redirection of program improvement efforts are addressed in Phase VI. This phase requires broad-based input from the professional staff and the reconvening of the Validation Team for determining whether intended objectives are now met. In addition, the Validation Team--in cooperation with the Reading Team--will identify maintenance activities and concerns about the modification of support services to be considered in Phase VII--Maintenance.

RECONVENING THE VALIDATION TEAM

Purpose

When the Reading Team feels program goals and objectives have been met, the Validation Team can be reconvened to evaluate the school's action plans. (See page 38 for a description of the Team.) During this (these) sessions(s), the Team will review completed action plans for the purpose of determining met objectives, successful activities, and the validation of met Standards. At the same time, the Team will identify specific areas, objectives, or indicators which require further attention, even though the Standard may have been met. Further attention can mean an item should be considered for

- Maintenance attention (see Phase VII)
- Diagnostic reassessment (return to Phase II)
- Additional action plans (return to Phase IV)
- Lower or higher priority status among the other tasks the staff wishes to accomplish

Functions of the Validation Team

During this Phase, members will be responsible for the following tasks

- Finalizing dates to reconvene
- Determining procedures and assigning roles and responsibilities for the evaluation sessions and follow-up activities
- Evaluating each action plan and determining whether it was successful. If successful, determining why and whether it should be shared with others who have similar needs and also determining which items are of continuing concern (maintenance) and what to do if action plans were not successful

- Completing data on documentation forms and summary sheet
- Recording commendations and recommendations
- Forwarding one copy of results to State STAR Team together with requested supporting evidence
- Sharing results--Standards met, recommendations, conclusions--with the School Reading Team

PROVIDING FOR STABILIZATION AND RENEWAL

It is desirable, for a number of reasons, that during this Phase the Validation Team membership be as close to the Phase II membership as possible. First, continuity of determining program needs, suggestions, and orientation will be assured. Second, evaluation will be smoother and more quickly accomplished because new members will not need to be educated about past experiences and needs of students and staff. And third, members will be familiar with the procedures, forms, and outcomes of such a session; this will also facilitate the evaluation process.

Several concerns may arise as a school prepares to enter Phases VI and VII (particularly STAR schools receiving extra resource assistance). Some of these concerns include

- Have we developed school and system-level support systems to replace the Project STAR support system?
- Have we planned for continuity of further program development?
- Is the Reading Team taking a greater share of the responsibility for planning and evaluating the program?
- Have we trained at least one "insider"--perhaps a group of persons--to continue the functions performed by the STAR Resource Teacher?
- How do we plan for continued high levels of staff involvement in program improvement efforts?
- What do we do after Standards are met? "Is That All There Is?"
- Because program improvements and/or the monitoring of established programs is a never ending process, how do we arrange for the closure we need to feel we have accomplished something?
- How do we maintain the good things we have achieved?
- How can we share with others the good things we have accomplished and thereby gain some recognition for our efforts?

- Have we planned for periodic review of what we are doing (minimal maintenance)?

- Have we established dates and activities for the permanent withdrawal of STAR personnel and their services?

SUMMARY

The STAR Process Model is meant to be a dynamic model rather than a static one. A dynamic model is one which tends to produce change or other productive activity by a never ending process, allowing for shifts or changes in forces within a school situation. A static model, on the other hand, has a beginning and an end, and eventually, inaction may result.

In any well-planned presentation, the speaker tells the audience what will be presented; she/he will then proceed to do it; and finally, she/he will summarize or review what was said. Using the heart of the Project STAR Process Model--Phases IV, V, and VI (Writing Action Plans, Implementation, and Evaluation)--a school staff makes a well-planned presentation of their efforts. Unlike a speaker's presentation, however, Phase VI marks both the end and the beginning of a school's efforts. The end is represented by a sense of achievement for successful activities and planned maintenance strategies-by all means, these are cause for celebration-but Phase VI also represents the beginning by identifying new areas for program improvement efforts. These areas may be goal areas bevond the scope of the Standards. The identification of new goal areas will initiate a return to Phase II of the process model.

PHASE VII

DEVELOP AND IMPLEMENT MAINTENANCE PLANS

RATIONALE

Maintenance is that phase of the process model which allows for preserving the identified successful components of the school reading program. The maintenance phase follows the assessment, planning, and program implementation Phases of the process model. During assessment, data was collected and analyzed to yield a profile indicating the strengths and needs of the school's reading program. From this profile a plan for reading improvement was developed. An action plan was designed that allowed the school to move from the current level of program implementation toward an improved instructional program and improved program management. The maintenance phase provides program planners and implementors a means to conserve the positive existing elements found in the school reading program as well as to strengthen the results from completing action plans.

Maintenance policies refer to predetermined strategies that provide for program conservation. Just as an individual provides for maintaining dental health so must the school provide for maintaining its reading program. Maintenance constitutes periodic monitoring or reassessment in order to ensure a program that continues to be successful and effective. The six-month dental check-up allows the individual to maintain good dental health by periodic reassessment. If a system malfunction is noted the patient and doctor agree on appropriate action as well as the time for that action. Strategies for maintenance must define what is to be maintained when the periodic check-up will occur, and who is responsible. A maintenance plan is basic to program management.

The process model illustrates the way in which the school continues to reassess program. This reassessment is ongoing and necessary for a reading program that is successful. Specific elements need to be readdressed annually; where as others must be reassessed every few weeks. An example of an annual maintenance strategy is that school objectives are reviewed and revised as needed. An example of a maintenance strategy that must be periodically checked during the school year is that the reading team meets regularly.

PROCEDURES FOR MAINTENANCE CHECKLIST

The Maintenance Checklist highlights elements in the Clusters of Goals and Objectives, Assessment, Program Implementation, Articulation, and Staff Development that should be continually reassessed in order to preserve the successful elements of a school's reading program. The checklist is one component of the management plan for withdrawal from the Project. (See Appendix E, pg. 205.)

The Reading Team should proceed through the Maintenance Indicators to determine those which should be reviewed annually or more frequently. Indicators are presented in a sequential manner to provide a framework for follow-up. The starred items are those which must be included in the school maintenance plan before withdrawal from Project STAR can occur.

WITHDRAWAL FROM PROJECT STAR

The tenure of the State STAR Team is of limited duration. In order to provide for lasting improvement in the school's program, Project STAR must establish a process for planned change. A key role in this process is the local school system's change agent, e.g., SRT, Reading Supervisor, Principal. That role will shape the maintenance plan leading to withdrawal from Project STAR.

The following procedures outline the criteria that must be met before a STAR school can withdraw from the Project. The State STAR Team will expect to see evidence of these indicators in the building.

CRITERIA FOR WITHDRAWAL:

1. A written Action Plan exists for maintenance of the instructional program. (The Project STAR Action Plan Form may be used for this maintenance plan. (See Figure 6, pg. 48.)

2. The maintenance plan developed incorporates:

   - Organization for the reading program on a yearly basis;
   - Evidence of an instructional program that reflects the five state goals in reading;
   - A focus on instruction;
   - Development of a management timeline;
   - The identification and implementation of strategies for improving prerequisites to reading;
   - The delineation of the LEA resource and monitoring responsibilities to the school after withdrawal from Project STAR;
   - The person responsible for the maintenance strategy;
   - The starred items on the Maintenance Checklist;
   - The identification of and maintenance for critical and ongoing Standards.

3. Twenty-one of the Standards are validated as met. Included must be Standards 2, 4, 16, 17, 25, 7, 23 and 14.

4. Action Plans are being carried out under the principal's leadership.

RESOURCE INFORMATION

INTRODUCTION TO CHANGE AGENTRY

TRAINER'S PRESENTATION

*S-1 Change Agentry is among the more complex processes in American education. When one thinks intricately of the change process, the basis for the complexities becomes quite apparent. Change requires
S-2 a different mode of operation behaviorally or programatically. Preceding the behavioral and programmatic change is a psychological change which results in a willingness to participate or an agreement to participate if change is mandated.

The likelihood of effective change is severely retarded when the participation is by mandate. In either case, however, change is complex because of its effect on people. There is a natural re-
S-3 sistance to doing things differently. The comfort, security, and confidence one experiences is threatened when change is encountered. Human needs and aspirations center around acceptance and success, thereby, precluding ease of entry into uncertainty. Change denotes uncertainty or venture into the unknown.

Change is often used interchangeably with innovation. Neither pro-
S-4 cess may be new as in the case of heretofore unheard of practices or inventions. The challenge to employ different techniques, behaviors, products, or programs constitutes change. Either may have been tried repeatedly and over extended periods of time. When, however, a new population or client system makes the endeavor, for them it represents change or innovation.

According to Paul Mort in Educational Adaptability (1958), "educational change proceeds very slowly." In comparing education
S-5 with industry, agriculture, and medicine, there is little basis for disagreement with Mort's analysis. In medicine, for example, when a new drug is introduced to the consumer, its use is widely and quickly diffused. The same holds true for agricultural and industrial equipment. The computer is a classic example of wide-spread diffusion in industry.

The disparity between the rate of change in education and that of other institutions may be attributed to education's heavy reliance on people as agents of change. People are not easily relegated to
S-6 modification or abortion of existing patterns of behavior. Yet, people can and will change, provided prerequisite conditions and activities occur. Change is most likely to occur if

1. A need is established.
S-7 2. Change agents understand the need.
3. Change agents know what is expected of them in the change process.

*S equals slide

4. There is an understanding of the benefits to be derived from the change.
S-8 5. A change plan is developed.
6. The change process is gradual.
7. Allowances for trial and error are inherent in the change plan.
8. The client system is provided adequate training and support.
9. The client system is provided adequate opportunities for feedback and/or reaction to the change plan.

What then is a change plan, and who are the change agents? There are variations in the levels of participation and functions performed
S-9 by the change agents and client system. A review of the Right to Read strategy will illustrate the variations in a change plan. For clarity, the Right to Read change plan will be discussed in levels and summary functions.

Level I - Federal Government

Participants: Congress, Commissioner of Education, national Right to Read staff (Change Agents)
Functions: Congress legislates and appropriates funds. Commissioner selects and/or approves the staff of the national office and administers the national Right to Read effort. National office staff develops the implementation strategy, recommends the projects to be funded, provides administrative and programmatic training, materials and technical assistance to funded projects, and on-site monitoring visits to insure compliance.

Level II - State Education Agencies (SEA)

Participants: Chief State School Officer, Right to Read Director, State Advisory Council, and Task Force (Change Agents)
S-10 Functions: Chief State School Officer establishes state commitment to Right to Read effort, appoints and/or confirms the State Director, appoints and/or confirms State Advisory Council. State Directors identify membership of State Advisory Council and SEA Task Force, conduct administrative training for Local Education Agency Administrators, insure development of the state reading plan and standards of excellence, conduct statewide needs assessment, provide technical assistance to Right to Read projects, and provide the national office with required data regarding program and finances.

Level III - Local Education Agency (LEA)

S-11 Participants: Superintendents of local school districts, local Right to Read directors/coordinators, teachers in Right to Read schools (Client system).
Functions: Superintendents establish local commitment to Right to Read, appoint LEA Director and/or Coordinator, appoint or confirm local Advisory Council. LEA Director/Coordinator identifies local Advisory Council membership, conducts training for

council, conducts local needs assessment, trains teachers in the implementation of the Right to Read strategy and standards of excellence, provides technical assistance to school-based staff.

S-12 The Right to Read change plan presupposes that at each level the participation is contiguous but expansive. There is a common thread of reinforcement and replication of a basic plan at each level. Additionally, at each level, greater numbers of people become involved, facilitating a multiplier effect. The model is known as a pyramid model and has great implications for actualizing change.

S-13 To answer the question "who are change agents?" In the Right to Read strategy, they are all of the parties in levels I and II. The S-14 client systems are the participants in level III, inasmuch as the S-15 plan is targeted for change at that level. As described in this presentation, the model is incomplete inasmuch as reading academies are not identified. The academies are integral, viable Right to S-16 Read projects and their omission is unrelated to their value. The model for establishing academies is consistent with the Right to Read strategy. Articulation of the model would only serve to reinforce and replicate a model for change.

The Right to Read model is not a new innovation. Rather, it is a combination of two sound change processes developed by Kurt Lewin S-17 and Ronald Havelock. Lewin's change model includes three basic process steps. First, Unfreezing or creating awareness; second Moving Toward or developing and implementing; third, Refreezing or maintaining on-going activities to achieve objectives. The Havelock Model is a pyramid model with three levels. Level I is S-18 Creating Awareness; Level II is Obtaining Commitments; level III is personal involvement. These two models serve as the core of the Right to Read strategy which is a form of planned change.

Articulation of a well-defined, sound plan is no guarantee that change will occur. As stated earlier, educational systems rely on people for change and people intuitively resist change. What other considerations then are tantamount to change?

S-19 The Social Perspectives

From our point of view, change is threatening. It creates emotional reactions of instability, fear of failure and uncertainty of one's job security. These are all genuine considerations and must be of primary concern to the change agent. Additionally, values, attitudes, and behavior patterns are subject to modification in change. Needless to say, infringement on either creates discomfort. The change agent must provide participants with social acceptance, emotional security and morale support prior to and throughout the change process.

S-20 The Professional Perspective

Change, in and of itself, denotes a different way of doing things. Clients in the process may not have the appropriate information, skills, knowledge, and experiences to make the adjustment automatically. Limitations in professional preparedness create anxiety and retard the process of change. Change agents must assess the competencies of clients and provide adequate training and follow-up to insure success of the change plan.

The Political Perspective

S-21 Americans are socialized into a system organized to maintain the status-quo. Deviations from that which currently exists is viewed as revolutionary. Because we are conditioned to be compliant, revolutionary practices have negative connotations. Those who dare to initiate change are likewise deemed negative and are often given labels of "malcontents", "militants", "trouble makers", "dissidents", etc. The political ramifications are the competing interests of the status-quo and the change agents. While the competing forces are real, the change agent cannot function without the support of the status-quo which is the larger system. The change agent must develop strategies to influence the status-quo to support the change plan through verification of the co-joined benefits to be derived, and to minimize peer conflict.

The Resource Perspective

S-22 Change generally requires additional resources or reallocation of existing resources. In either case, a commitment of resources to the change plan must be made. Resources include fiscal allocation for staff, materials, equipment, training, and facilities. Most change plans are funded through extra revenues solicited from outside agencies such as the federal government. The federal intent is to subsidize new or different curricula, materials, and programs over a limited period, with anticipation of absorption by the state and locals at the end of the funding cycle. The Rand Study, conducted for USOE (1975) defines the federal role in three stages: (1) Initiation--plan is conceived, (2) Implementation--project becomes a reality and (3) Incorporation--project becomes a daily part of the environment at state or local expense.

Irrespective of the source, resources must be committed to the change plan. Change Agents must provide adequate documentation of resource needs and maintain accurate records to justify absorption of the change plan.

The Evaluation Perspective

S-23 Change serves no purpose if there are no means to determine whether the change makes a difference in outcomes. If the change plan is designed to improve the quality of instruction, there must be tools to evaluate teaching behavior prior to, during, and after

implementation. Though imperative, evaluation can be harmful if the clients view evaluation as punitive. Evaluation has been used historically as a negative device rather than for developmental and growth purposes. The tendency, therefore, is to fear evaluation since one may suffer severe consequences. Evaluation should be positive. Its sole purpose is improvement. The change agent must provide evaluation systems which assure clients of amnesty from punitive reactions and result in identification of areas in need of improvement.

The Linkage Perspective

S-24 Change in isolation usually results in duplication of efforts under utilization of human resources and a vast waste of financial (fiscal) resources. The primary function of linkage is to (1) communicate with other programs with related goals; (2) collaborate on activities which are mutually beneficial; (3) share training and evaluation responsibilities; (4) share human, material, and fiscal resources whenever possible; and (5) publicize throughout the system, activities progress and future plans of the linking groups or programs. The change agent must be a catalyst for linkage and diffusion to insure maximizing the outcomes of the change plan.

The Consultation Perspective

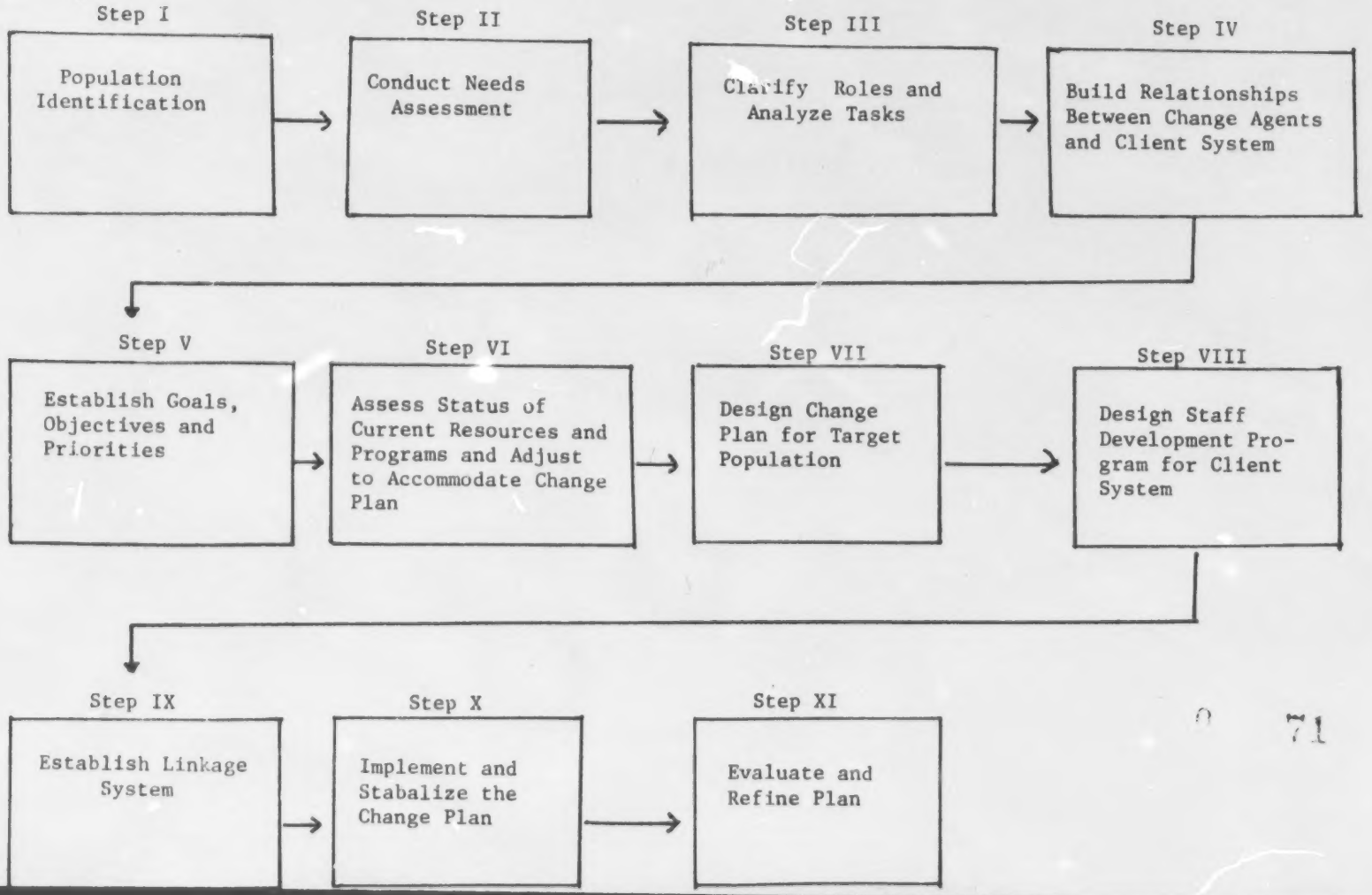
S-25 The initiation of change creates a chain of reactions which ultimately results in people coming together in an aura of newness. The dynamics of group behavior can have extreme impact given our natural resistance to that which is new. The quality of the change plan will not independently insure client cooperation or positive interactions. In fact, the best of plans can be aborted by the dynamics of group behavior if the change agent is not skilled in group development. The sensitivity to perceive feelings, attitudes, need, potential, and behavior is crucial to effective change. The change agent must be skilled in group process and know when intervention is necessary to channel behavior towards accomplishment of the change plan.

S-26 All of the data encompassed in this presentation would be of little value if the change agent did not organize it into a manageable sequence of steps to be followed. Organization is a key element germaine to progress in general, but unavoidable in the change process. The organizational steps change agents follow would vary in accordance with the peculiarities of the situation in which she/he functions. For example, if a change agent enters the process well after implementation, his/her organizational steps would be quite different from one who initiates the change plan.

S-27 Given the prepublished Right to Read Strategy (Change Plan), the following organizational steps which parallel the Right to Read Program Assessment and Planning Process, are recommended.

Figure 7

ORGANIZATIONAL STEPS FOR CHANGE AGENTS



S-28 As directors of Right to Read projects, we are all in the position of change agents. We are charged with consciously producing change in the organization of reading programs and teaching behavior. In addition to understanding the vast field of knowledge and concepts which have been synthesized in this presentation, there is a
S-29 need for clear conceptualizations of our personal roles and responsibilities as Right to Read directors. Assisting others in the change process requires knowing first where we are in the change continuum.

Following discussion of the theories and concepts in this presentation, turn to Objective 1.01 and 1.02 in the module and complete the simulation on roles and tasks.

PRESENTERS TIME: 45 MINUTES
GROUP DISCUSSION TIME: 15 MINUTES

The section on Change Agentry was taken from

Management Training Series
CHANGE AGENTRY

Developed by: Deloris M. Saunders
Edited by: Shirley A. Jackson

United States Office of Education
Right to Read Effort

Figure 8

Standards for Successful Reading Programs

GOALS & OBJECTIVES

to develop and articulate to staff, students, parents and community an instructional point of view and objectives based on state and local education system philosophy, goals and objectives

STANDARD 1 EACH SCHOOL SHOULD HAVE A FORMALLY WRITTEN POINT-OF-VIEW WHICH IS CONSISTENT WITH THOSE OF THE STATE AND THE LOCAL SCHOOL SYSTEM.

STANDARD 2 SCHOOL BUILDING READING OBJECTIVES MUST BE DEVELOPED FOR INSTRUCTIONAL PROGRAMS FROM THE ADOPTED STATE AND SCHOOL SYSTEM ACCOUNTABILITY GOALS IN READING.

* STANDARD 3 THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS AND COMMUNITY.

ASSESSMENT

to identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program

STANDARD 27 SCHOOL STAFFS SHOULD USE THE RESULTS FROM INFORMAL DIAGNOSTIC AND ACHIEVEMENT DEVICES AS A BASIS FOR MAKING NECESSARY CHANGES IN INSTRUCTIONAL ACTIVITIES FOR INDIVIDUAL STUDENTS.

STANDARD 14 THE SCHOOL STAFF SHOULD MAINTAIN A RECORDKEEPING SYSTEM TO PROVIDE DATA FOR THE FOLLOWING:
a. SPECIFIC EVIDENCE OF STUDENT PROGRESS
b. INFORMATION FOR REPORTING PROGRESS TO STUDENTS AND PARENTS
c. INPUT FOR EVALUATING THE SCHOOL'S ORGANIZATIONAL STRUCTURE AND CURRICULUM.

STANDARD 26 STUDENTS SHOULD ACHIEVE A BASIC LITERACY LEVEL (STATE READING GOAL 4) AT GRADES 7 AND 11 AS DEFINED BY THE MARYLAND ACCOUNTABILITY PROGRAM (MARYLAND BASIC SKILLS MASTERY TESTS).

STANDARD 25 STUDENT ACHIEVEMENT SCORES FOR THE SCHOOL POPULATION SHOULD BE EQUAL TO OR ABOVE THE MARYLAND EXPECTED SCHOOL READING ACHIEVEMENT LEVEL AS DEFINED BY THE MARYLAND ACCOUNTABILITY FORMULA AND GRADE LEVELS.

*STANDARD 28 SCHOOLS MUST DISSEMINATE ACHIEVEMENT RESULTS TO THE SCHOOL COMMUNITY.

Program Implementation

PROGRAM DEVELOPMENT

to develop a school program using identified student needs, available human and material resources, and sound instructional strategies

STANDARD 21 THE SCHOOL STAFF SHOULD SELECT AND EVALUATE NEW MATERIALS APPROPRIATE FOR EACH SCHOOL BUILDING READING OBJECTIVE, USING LOCAL SCHOOL SYSTEM PROCEDURES.

STANDARD 22 THE SCHOOL STAFF SHOULD INVENTORY AND CATEGORIZE READING MATERIALS AND EQUIPMENT IN THE SCHOOL ACCORDING TO THE SELECTED SCHOOL BUILDING READING OBJECTIVES APPROPRIATE TO THE GROUPS OF STUDENTS HAVING SIMILAR NEEDS DEFINED IN STANDARD 4.

STANDARD 23 THE SCHOOL STAFF SHOULD RECEIVE INSTRUCTION IN THE SELECTION AND APPROPRIATE USE OF ALL FORMS READING MATERIALS AND EQUIPMENT

STANDARD 17 TEACHERS SHOULD EMPHASIZE READING IN THE CONTENT AREAS (K-12) BY UTILIZING
a. CONTENT MATERIALS (FICTION AND NON-FICTION) IN THE TEACHING OF READING
b. TECHNIQUES TO FACILITATE THE READING OF MATERIALS IN THE VARIOUS DISCIPLINES

STANDARD 18 THE SCHOOL STAFF SHOULD UTILIZE THE SERVICES OF THE MEDIA CENTER AS AN INTEGRAL PART OF EACH STUDENT'S READING PROGRAM.

STANDARD 10 THE SCHOOL STAFF SHOULD UTILIZE FOR ENRICHMENT COMMUNITY RESOURCES SUCH AS PARENTS, COLLEGE STUDENTS, RETIRED CITIZENS, AND BUSINESS AND INDUSTRY PERSONNEL.

PROVIDING APPROPRIATE PROGRAMS

to provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group

STANDARD 4 EACH SCHOOL STAFF SHOULD IDENTIFY GROUPS OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS WHERE APPLICABLE.

STANDARD 5 EACH SCHOOL STAFF SHOULD SELECT FROM ITS SCHOOL BUILDING ACCOUNTABILITY OBJECTIVES IN READING THOSE WHICH ARE APPROPRIATE FOR EACH IDENTIFIED GROUP OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS IN THE SCHOOL.

STANDARD 16 THE SCHOOL STAFF SHOULD DEVELOP AN APPROPRIATE INSTRUCTIONAL PROGRAM TO ACHIEVE THE SPECIFIC OBJECTIVES FOR GROUPS OF STUDENTS DEFINED IN STANDARD 4.

STANDARD 23 THE SCHOOL STAFF SHOULD SELECT MATERIALS IN VARIOUS DISCIPLINES (K-12) FOR VARIETY AND APPROPRIATENESS TO THE INSTRUCTIONAL READING LEVEL OF THE STUDENTS.

STANDARD 19 THE SCHOOL STAFF SHOULD DESIGN AND IMPLEMENT INSTRUCTIONAL ACTIVITIES TO FOSTER A POSITIVE ATTITUDE TOWARD READING.

PROGRAM MANAGEMENT

to develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program

STANDARD 7 THE SCHOOL STAFF SHOULD UTILIZE A TEAM APPROACH (SCHOOL AND/OR SYSTEM SPECIALISTS) TO COORDINATE THE TOTAL READING PROGRAM AND TO ADDRESS STUDENTS' READING PROBLEMS.

STANDARD 9 THE SCHOOL STAFF SHOULD MAKE USE OF AVAILABLE SUPPORTIVE SERVICES FOR READING LEADERSHIP PURPOSES: READING TEACHERS, SPECIALISTS, SUPERVISORS/CONSULTANTS, AND PERSONNEL FROM TEACHER-TRAINING INSTITUTIONS.

STANDARD 12 THE SCHOOL ADMINISTRATOR SHOULD PROVIDE TIME TO INSURE THE ACHIEVEMENT OF THE READING PROGRAM OBJECTIVES WITHIN THE INSTRUCTIONAL SCHEDULE.

STANDARD 13 THE SCHOOL STAFF SHOULD DETERMINE THE ORGANIZATIONAL PATTERNS IN THE TOTAL SCHOOL ENVIRONMENT BASED UPON THE INSTRUCTIONAL NEEDS OF THE STUDENT POPULATION AS DEFINED IN STANDARD 4.

STANDARD 24 THE PHYSICAL ARRANGEMENT OF THE SCHOOL BUILDING SHOULD FACILITATE THE IMPLEMENTATION OF THE READING PROGRAM BY PROVIDING APPROPRIATE AREAS.

STAFF DEVELOPMENT

that each school staff member accept the responsibility to participate in ongoing inservice and be fully certified in reading as appropriate for his/her position

STANDARD 6 EACH STAFF MEMBER (ADMINISTRATOR, READING SPECIALIST, READING TEACHER, AND CLASSROOM TEACHER) MUST BE CERTIFIED TO TEACH READING ACCORDING TO THE MARYLAND STATE CERTIFICATION STANDARDS.

STANDARD 8 THE SCHOOL STAFF (ADMINISTRATORS, SPECIALISTS, TEACHERS) SHOULD PARTICIPATE IN ONGOING READING INSERVICE PROGRAMS.

ARTICULATION

that the principal coordinate and articulate the reading program to the total school community

STANDARD 11 THE SCHOOL ADMINISTRATOR SHOULD BE RESPONSIBLE FOR THE ARTICULATION AND COORDINATION OF THE SCHOOL READING PROGRAM. THE ADMINISTRATOR MAY RECEIVE ASSISTANCE FROM A STAFF MEMBER WHO HAS SPECIAL TRAINING IN READING.

STANDARD 15 THE SCHOOL SHOULD CONDUCT AN ONGOING OUTREACH PROGRAM FOR PARENTS AND THE COMMUNITY TO PROVIDE INFORMATION ABOUT THE READING PROGRAM.

* STANDARD 3 THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS, AND COMMUNITY.

* STANDARD 28 SCHOOLS MUST DISSEMINATE ACHIEVEMENT RESULTS TO THE SCHOOL COMMUNITY.

DECISION MAKING

TRAINER'S PRESENTATION

S-106 Decision making, a form of problem solving, is a basic responsibility for all administrators. Decisions or solutions to problems result from insight which involves the following stages:

1. Information--Reviewing and clarifying all possible information related to the problem.

S-107 2. Conceptualization--Understanding the nature, scope, depth, urgency, (or importance) and, in some instances, forces which generated the problem.

3. Focus--Entertaining options or alternatives allowable (or appropriate for resolution).

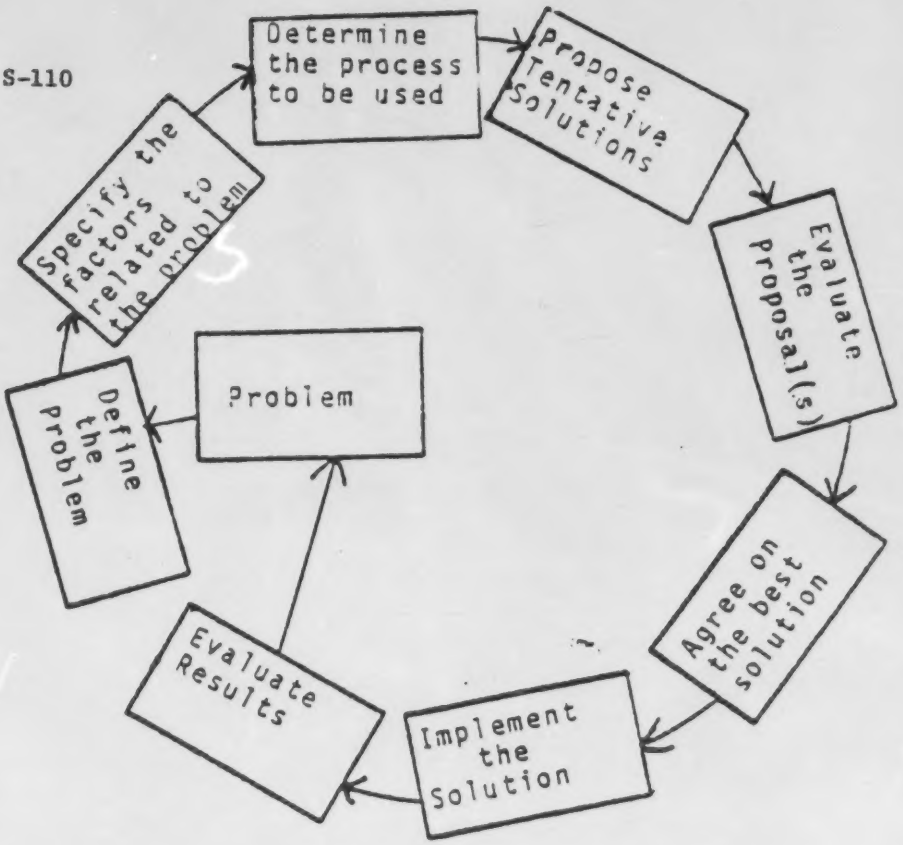
4. Venture--Relegating the solution to self and other
S-108 sources for action or proposals

5. Finalization--Closure on the method and resource(s) to be used.

S-109 Knowing how to make decisions is a responsibility of administrative leadership. Barring occasion and opportunity for decision making, there would be no reason for leadership. Decision making, as stated earlier, is synomous with problems solving. The importance attached to that responsibility requires that administrators understand at least (1) stages, (2) steps, (3) processes, and (4) a variety of techniques.

While this exercise focuses on the processes groups employ in making decisions, the stages and steps are presented for added edification. *Steps in the problem-solving cycle follow:

S-110



STEPS

1. A problem surfaces
2. The problem is clearly defined.
3. Factors related to creating and solving the problem are investigated and specified.
4. The process to be employed in attacking the problem is determined.
5. Proposals for resolution are presented.

*Place diagram on visible surface if visuals are not available .

6. The proposal should be evaluated in light of step 3.

7. The "best" proposal, as perceived by the problem solver(s), is accepted.

8. Action on the problem is initiated. If impasse occurs or the problem heightens, retreat to step 1, 2, or 3, whichever seems most appropriate.

9. Evaluation of the results should occur. Data from the evaluation should result in documentation or reentry at the appropriate step.

Basically, groups utilize one or some combination of seven processes when engaging in problem solving.

Process Utilized for Decision Making

1. Parliamentary Procedure or Majority Rule--A highly structured, S-111 systematic (and often complex) means of attacking a problem. The decision is determined by majority vote. Sometimes referred to as an authoritarian process.

2. Emergent Leadership or Minority Rule--A process whereby abdication of the leader role results in an individual or small S-112 group determining the decision. Often occurs to avoid censure by dominant or assertive member(s) of the group.

3. Concensus--A democratic, open (though time consuming) process S-113 wherein members of a group discuss a problem through most, if not all, of the states and steps until general agreement occurs. The agreement usually gets the full support of the group.

4. Passivity or Social Conformity--A highly negative, though non-conflict oriented process, in which the decision occurs in spite of the group. Group members are seeking approval from S-114 the leader or assertive member(s) of the group and therefore withhold imput. They conform to the norms which are set by either faction from whom they wish approval.

5. Sovereign Rule--Supreme authority for decision making and problem solving is maintained by the leader. This maintenance of authority is the rule rather than the exception and prevents S-115 active group participation even when it is highly feasible.

6. Creative Group Involvement--A group-oriented process which utilizes alternative methods for problem solving. The group S-116 engages in a variety of methods (i.e., socio-drama, gaming, simulation) which tend to counteract boredom and induce active participation.

7. Interview or Individual/Small Group Consultation--An individualized process whereby one-to-one or one-to-several group members and S-117 the leader engage in a conference to resolve a problem which

disaffects the majority of the group. The conference may include only those affected (including the leader) or the affected and a resource person.

Frequently, groups employ the more traditional processes. Yet, many creative techniques exist and can serve as incentives to group participation. The creative techniques can be stimulating, add variety to group meetings, and still allow for accomplishing group goals.

A compilation of creative techniques appear in your module. From the list of problem situations, select two for simulation of the following techniques:

1. Fish Bowl
2. Forced Field Analysis

PRESENTERS TIME: 30 MINUTES
GROUP ROLE PLAY TIME: 30 MINUTES

Note: Combinations of some processes may be utilized by groups and in some instances exist irrespective of the group and/or leader's intent (i.e., process 4)

SIMULATION C

DECISION-MAKING TECHNIQUES

1. UNIVERSALIZED INPUT

A commonly used problem-solving technique which remains open to the total group from inception through resolution.

Rules of the Game

1. A problem is identified.
2. A recorder is designated to write all ideas.
3. A writing surface which is in full view of the entire group is available.
4. The leader (status or emergent) assists the recorder in putting all ideas on paper.
5. Elaboration, clarification, or challenge of any idea is permitted, but should be monitored to avoid unnecessary prolongation.
6. When all input is recorded, duplications are eliminated and similiar responses are combined into a single response.
7. Totally unrelated input should be stricken.
8. The remaining input is placed in some order of priority from most likely to succeed to least likely. This process should be based on sound data, such as, availability of resources, nature and importance of the problem, level of administrative support, etc.
9. Decisions are made regarding how to use the input to resolve the problem. The total group participates throughout the entire process. An organizational strategy (i.e., subgroups) may occur between steps 6-8 only.

2. INDUCTIVE ANALYSIS

A complicated process of inducing input through formal and informal channels while maintaining the flow of the information throughout the group. This process presupposes that a single figure or a designated subgroup will take the surplus of information gathered, analyze it, and make a decision based on logic.

Rules of the Game

1. A problem may or may not be identified.

2. A person or group of persons interview individuals or groups within the organization to discuss specified problems or identify old/new problems.

3. The data is categorized so as to reflect distinctions between (1) program elements; (2) interpersonal relationship; (3) legitimate vs. illegitimate data input (i.e., personal misperceptions, personality variables, etc.); (4) internal/external constraints; (5) staff knowledge of their roles; and (6) staff competencies to execute their roles.

4. For each category of data, a total effective management system to eradicate problems is developed.

5. The management plan is published and disseminated, (clarify its contents and delineate the expectations and responsibilities the plan imposes on staff.)

6. Evaluation is made on a published, scheduled, periodic basis and categories revised and renegotiated as evidenced by evaluation data.

7. There can be no interruptions and no speaking back until the person's turn comes.

8. The number of times around the circle will depend upon many factors

   A. The group's belief that the subject has been explored enough

   B. The frequency of those who pass up the opportunity to speak

   C. Time limitations

9. Careful recording of all comments should now provide adequate background for arriving at some general conclusions.

10. The leader or a designated subgroup should be formally charged to formulate an appropriate decision.

3. CIRCULAR DISCUSSION

Particularly good in controversial cases, it is also good whenever we want to get many ideas on the table preceding general discussion.

Break larger groups into discussion circles of 15 to 18 people, or use with any group from 4 to 18 in number. Each group should have its discussion leader and recorder.

Provide subtle training in teaching the responsibility of good group membership; to listen as well as to speak; to speak as well as to listen; and to wait your turn.

*Extracted from the Program in Human Relations, Hillsdale College, Hillsdale, Michigan.

Rules of the Game

1. Arrange chairs in circle when possible.

2. Prepare a clear, brief, single-target question.

3. Announce the rules of the game, and decide on a time limit for each member (frequently one minute is agreed upon).

4. Be sure each member understands the question.

5. Start with a volunteer, then call on each member in turn clockwise or counter clockwise, until each has had a chance.

6. Give each person the privilege of:

   A. Responding within the time limit agreed upon

      (1) bring new ideas or combining ideas given

      (2) commenting upon previous answers

   B. Passing

   C. Asking that his minute be spent in silence

4. BRAINSTORMING

A group ideation technique which is especially good for breaking the cycle of traditional thinking.

Rules of the Game

Phase I

1. The problem and process are identified for the group.

2. Large groups should be subgrouped into committees of eight to twelve people.

3. Each subgroup or committee should designate a recorder.

4. For each group, large sheets of chart paper should be available for recording ideas.

5. Ideas should be numbered and listed as succinctly and quickly as possible without lost of meaning.

6. Quantity of ideation is wanted; quality is not initially of paramount concern.

7. Creative freedom is sought; any and all ideas are acceptable.

8. Critical judgement is prohibited. Criticism and clarification do not occur in this phase.

Phase II

1. The complete list of ideas for each group is examined within the group. The best critical judgement should be applied to each idea.

2. Ideas are combined and improved. "Wild" or creative ideas should be analyzed for soundness or clues to creative solutions.

3. All unrelated, useless, or unmanageable ideas should be screened out.

4. The remaining ideas should be prioritized and categorized. For each category of ideas, there should be a prioritizing which ranges from most applicable to least likely to solving the problem.

5. The recorder of each subgroup reports to the total group.

PHASE III

1. The recorder of each group becomes an editing and proposal panel. The original group leader serves as leader of the panel and facilitates further refinement of each group's report. Steps 2-4 of Phase II should be employed.

2. Solution proposals should result at this stage which are presented to the large group for verification and endorsement, or redevelopment for final draft.

3. The results of step 2 should be presented to the appropriate source(s) for resolution of the problem. Should the person(s) responsible for resolution of the problem find the proposal(s) unacceptable, a new group should be convened or a new process employed.

Note: Each step of Phases I and II should be timed between 5 to 10 minutes, depending on the (1) scope of the problem, (2) the qualifications of the group in relationship to the problem, and (3) the total amount of time alloted for group participation or the time allocated for resolution of the problem.

5. FISH BOWLING

An observational-participatory model for problem solving which has implications for self-analysis. In other words, when used in a situational context, Fish Bowling can be used as a modification of behavior technique (see "note" following description).*

Rules of the Game

1. The leader defines the problem and the scope of the group's responsibility for solving the problem. Fish Bowling is used most effectively with problems of limited scope.

2. An inner and outer circle are formed, each with different functions. The functions should be described prior to formation of the circles.

   a. The inner circle is the discussion group and requires the verbal participation of each party. Members of the inner circle are charged with the responsibility forcing vergalization from each member.

   b. The outer circle is an observational group. There can be no participation from the outer circle.

3. Upon completion of the problem definition, scope, and directions, the leader cannon participate verbally except to enforce the directions.

4. The inner circle must propose a solution within a specified time (10-30 minutes depending on the nature of the problem).

5. The entire group is committed to abide by the recommendation of the inner circle. Should the solution become unmanageable or unworkable (after testing), members of the orginal outer circle assume inner circle roles while the inner circle become observers.

6. The inner circle should consist of at least five members. Membership should be based on the size of the entire group. However, the inner circle should not exceed 15 in number.

Note: When individual behavior of members of the group are unacceptable or counter-productive, Fish Bowling can be used to force response to the behavior. The following guidelines should be observed to avoid personalizing by name:

   a. The leader should present the specific behavior in a situational context so as to avoid identification of the source of conflict.

   b. The source (person) should be a member of the inner circle to insure his/her direct participation in discussion of the behavior.

   c. Positive reinforcement should be accorded the source (person) by the leader following, as well as prior to, Fish Bowling to encourage a sense of belonging.

6. BROAD-BASED PROBLEM ANALYSIS - (BBPA Method)

A lengthy problem solving technique which assumes the members of the group understand the problem, are dependable and will therefore cooperate and understands the purpose for utilizing this method. The purpose is to secure broad input over an extended period of time, which whould lead to the best thinking of each participant. Recommended for problems of major scope.

Rules of the Game

1. Each participant is given a note pad or notebook. The front page(s) of the pad contains the following information in the order presented

   a. The method to be used with a brief description of the purpose.

   b. The rules or directions required of each participant.

   c. The time-line alloted for completion of input. The time-line should range from one week to one month and should be established on the basis of the nature, scope, and depth of the problem.

   d. A clear, concise definition of the problem.

   e. A summary of articles, references, or other materials which relates to the problem. This provides a foundation from which the participant can work.

   f. A challenge to think creatively.

2. Each participant logs any thoughts or ideas he/she has on the problem on a daily basis. Some participants may record only one thought a day while others may have several entries daily. It is imperative that entries are made daily.

3. Each participant, prior to submitting his/her note pad/book (1) summarizes his entries succinctly (no more than one page) and (2) lists suggestions for resolving the problem.

4. Each notepad/book is submitted to the leader who may wish to utilize a small working committee to

   a. Synthesize and organize the summaries into one detailed summary.

   b. Screen the solution proposals and select, modify or construct the solution which is appropriate to the problem.

5. Print and disseminate to all participants, the final summary and solution for information purposes.

Note: This process has implications for employing each state in the creative process which should be encouraged by all leaders.

Creative Stages

1. Input - Information appearing in notepad/book prior to distribution.

2. Incubation - Extended opportunities to think over the problem.

3. Inspiration - Daily responses to the problem based on insight.

4. Production - Completion of the task through summarization and solution proposals.

7. ROLE PLAYING

A widely known, though infrequently used techniques (among administrators) which allows some members of the group to act spontaneously on a situation or problem which affects the group. Other members of the group observe the performance in preparation for full group discussion when the Role Playing is over. Role Playing stimulates ideas, questions, and discussions that might otherwise not occur in abstraction. Role Playing is not recommended for frequent use but can be quite effective when used properly. It is a forceful technique for helping participants gain greater awareness of situations and problems about which they have limited knowledge or insight.

Rules of the Game

1. A discussion leader planning to use this guide should allow a minimum of 30 minutes for the actual roleplaying and related discussion. Usually more time is necessary for its most productive use. For example, if the program calls for a main speaker with a short discussion period for questions, it would not be desirable to use this technique. Role-playing may be used where the time allowed for discussion is more flexible. As a group becomes more experienced with the method, it will become aware of such factors as time limitations, the most appropriate points at which role-playing may be introduced, and the like.

2. The group decides on a concrete problem falling within the area under discussion. The suggestions coming from the group may be listed on a blackboard so that the members will find it convenient to choose the one which seems most important to them.

3. After the problem is decided upon, the group illustrates it with a specific story. They decide what characters should be involved (the number may range from two to five), the physical setting, the point in the story at which the role-playing should begin, and the attitudes and personalities of the characters. They should also come to clear agreement on the chief objectives to be realized in the role-playing scene.

4. Those members not involved in the actual role-playing should be instructed to act as observers. They may be assigned to watch particular role-players or to look for important clues which come out in the role-playing.

5. The role-playing begins. It usually lasts from five to no more than ten minutes. The discussion leader or one of the members may cut the scene at a point where enough action has already occurred to provide a basis for discussion.

6. After the scene is cut, it is preferable to get the immediate reactions of the role-player: how they felt in their roles and how they responded to others.

7. The audience-observers may give their impressions as well as question the role-takers. Some of the points they might want to cover include

   -How did each role-player feel as he/she acted the part?

   -How did the group think the role was handled? (This does not imply judgement on the basis of dramatic ability but rather of the role being played in relation to the way the group set it up.)

   -What were the good points of the action?

   -What were the mistakes or omissions?

   -What are possible suggestions for improving the action?

8. The comments of the audience-observers constitute the heart of role-playing as a discussion technique. The actual role-playing is almost universally an effective stimulus for the participation of the entire group in the discussion. The comments on the specific problem can at that time be related back to the more general problem under consideration. The discussion leader sums up with the group the chief points which came out in the role-playing scene and the comments of the observers which followed. After short experience with role-playing, most groups find that it is indeed a flexible tool and adapt it to best fit the needs of their particular group. However, it is also true that some groups have become so intrigued with it that they lose sight of their goal. As long as groups look upon role-playing as a helpful technique, such a possibility is not likely to occur.

8. THE GORDON METHOD (adopted for educational programming)

William J. Gordon of Authur D. Little, Inc., a private corporation organized a design-synthesis group to invent machines. The method has implications for educational program design, as do other private industry product-oriented processes. With adaptation and modification of industrial processes which have been tested and proven,

educators may become as successful in educational output of deliveries (administrators and teachers) and consumers (students) as industrial firms which amass fortunes on reputable products.

The purpose is to start with basics far removed from the specific intent and develop in detail the idea only Gordon knew. A narrowing process occurs during which a vast field of data is channeled to the specific problem.

For educational programming purposes, an adaptation of the Gordon Method is being utilized.

Rules of the Game

1. The leader conceptualizes, observes, is delegated or presented a problem for which resolution is crucial.

2. The leader convenes a small working group for approximately three hours to present ideas on a basic problem which only the leader knows. The group should consist of five to six persons.

3. The leader presents a problematic statement which gives no indication of relationship to the solution needed. An example is, if the leader wanted the group to restructure the curriculum to prepare students for employment upon graduation from high school, he might say, "Needs of Caveman vs. Modern man. Caveman depended on self only for survival." This is the preparation stage.

4. The group would present any and all statements the preparation stage would elicit. The leader must be a skillful expediter to insure open participation and communication.

5. When the participation flow begins to dissipate, the leader moves to the next step called "narrowing." He presents another statement to which participants must react. An example of a narrowing statement is "Modern man must depend on society for survival."

6. When the flow of input diminishes in step #5, the leader moves to the "insight" stage and presents a task. An appropriate task might be "apply occupational theory to public education."

7. The prefinal stage is called "Verification." During this stage the participants begin specific program design, specifying goals, and objectives.

8. The final stage is called "Creative Development". The stating of objectives and program design are completed during this phase. This phase is not a part of the original three hour time line. It should, however, have a time table to avoid unnecessarily prolonging final resolution. The time-line should be determined by

leader and working group.

Note: This method can be characterized as authoritarian and lacking in creativity. Realistic leaders have no serious problems with the guidance and control the group leader provides. Democratic leadership is not always possible, efficient or effective. The mature leaders learn how and when to employ variations in leadership processes.

9. PRIORITIZATION OF NEED

A method used to determine propriety in problem solving, where more than one problem exist. Particularly useful when staffing, finance, pressure and other constraints are not compatible with the problems to be solved. The purposal is to establish in rank order, the problems to be addressed and time parameters.

Rules of the Game

1. The leader or members of the group list all problems for which the organization is responsible.

2. The group or a subgroup rank order the problems in relationship to (1) the population to be served, (2) the importance the group attaches to the problem, (3) capabilities or resources for resolving the problem, (4) forces (internal and external) which impinge on resolution, and (5) the amount of time available or is required for resolution.

3. Processes for resolution are established by designation of individuals or subgroups to perform specific tasks. When the group is limited in resources, duplication of effort whould be avoided through variation in task assignment.

4. Time schedules should accompany each task, and reporting of progress should be made to the entire group on a periodic basis until such time as resolution of the problems occur. Progress reporting can serve as a sharing and refinement process if group input is encouraged.

10. POSITIVE-NEGATIVE ELEMENT ANALYSIS

An analytical approach to problem solving which requires analysis of constraints and resources required for resolution. The purpose is to give systematic consideration to pertinent factors which affect outcomes.

Rules of the Game

1. Problems which require action are listed one at a time in full view of the group. If the size of the group permits small group interaction, each group should have access to large writing surfaces (chalk, boards, chart tablets, poster boards).

2. The resources available to the group should be listed for each problem. This includes human, fiscal, material and other positive elements.

3. Constraints which directly affect resolution are then listed. These too should include human, fiscal, material, and other negative elements.

4. The group engages in critical analysis of the positive elements in comparison with the negative elements. When constraints exceed resources, the problem should be screened for low priority or result in an accompanying plan of action to minimize the constraints, while simultaneously maximizing the strengths. The decision to proceed with developing a plan of action should be in direct proportion to the importance of the problem.

5. When critical analysis evidences greater resources than constraints, resolution should be nondebatable. Delineation of a process and tasks should be defined in minimal time, and a schedule for completion of task should be established. The resulting solutions should be shared with the total group.

11. BUZZ SESSIONS

A simple, brief technique for discussion of simple problems or generating questions for further, large group interaction. This method is especially useful for generating questions following a presentation.

Rules of the Game

1. Small groups of approximately five persons each discuss issues, concepts, information, data or other materials for five to ten minutes.

2. Each group generates one to three questions pertaining to the problem or presentation.

3. A facilitator, chairperson, presenter, or leader of some type collects the questions for open response or have each group present its questions openly.

   This method, when used for a question and answer period following a presentation, serves as a control for limiting the number of questions raised.

12. TOTALITARIAN RESOLUTION

A method of resolving a problem through unilateral decisions. Group interaction and input are not utilized to reach a decision. The leader(s) assumes full responsibility for the problem, decides the solution and resolves the problem. Absolute control is maintained at the leadership level.

While group participation is a highly favored process in decision making or problem solving, it is often disregarded, impossible, inappropriate, or unfeasible. The effective leader recognizes the appropriate time for involving the group and uses every available opportunity to do so.

A tragedy many groups face when unilateral decisions are made is pretentious behavior which involves the group to no avail. The group will invest its time and energy in the problem-solving process, only to have its recommendation(s) disregarded. The implications for distrust, morale decline and disinterest among the group all disfavor pretentious leadership. When unilateral decisions are necessary, the group should be so advised, when appropriate, and protected from pseudo participation.

12. FORCED FIELD ANALYSIS

To provide participants in the decision-making process a means of thoroughly diagnosing the factors causing the particular problem, to help those involved to look beyond the obvious and into new responses to the problem condition, and to focus upon the possible repercussions of any decisions.

Rules of the Game

1. The problem is defined as a condition that exists with forces impinging upon it. The issue must be specific and one in which the group has an interest and some power to change. (Again, how the problem is arrived at is a very important step for the facilitator to consider.)

2. The driving and restraining forces impinging upon this particular condition are brainstormed. It is best not to qualify or evaluate any responses during this phase, but simply list them on a large sheet of newsprint (the restraining forces are placed on the left of the sheet going down the paper and the driving forces on the right.)

3. The groups now concentrate their efforts on the restraining forces (particularly if time is limited). They do this by ordering the list they have brainstormed into priorities. Thus, they are, in a sense, weighting the forces and can more easily see those with which the group must come to grips. This process of establishing priorities is also a diagnostic process for the working group. It is best if the priorities can be agreed upon through consensus and if individuals try to be relatively flexible since a variety of solutions will probably be forthcoming.

4. Having arrived at agreement on priorities and defined the restraining forces more clearly, it should be possible for the group to eliminate some because they simply do not have time, money, resources, or the power to do anything about them. This is an important period of reality testing since the group can now focus its energies on those restraining forces that they have the

power to change.

5. Having established those restraining forces that can be worked with by the group, the participants attempt to establish specific ways of reducing these restraining forces in a manner that will minimize possible offsetting reactions. It might be best to have subgroups of two or three people focus upon particular forces and, after they have developed a number of concrete solutions, report them back to the larger group. If time permits, suggestions for new driving forces may also be developed.

6. Specific proposals including methods for implementation and group accountability are developed.

7. The total group is presented with the specific proposals, and a discussion follows (the group will probably not be able to handle more than 30 or 40 minutes after working for three hours). At this time, suggestions should be entertained for insuring that the various proposals are integrated into a strategy for action. This step is of utmost importance since it insures follow-up and commitment of further involvement by the very people who have developed the proposals. A cross-group steering committee may be a useful mechanism.

8. An evaluation would take place at some agreed-upon date in the future and would provide the large group the opportunity to appraise what impact the various suggestions have actually had.

Obviously, there is no magic in these eight steps, or in this particular time frame. They simply provide a structure in which to implement the Force Field as a tool in the problem-solving process. It focuses on the building of constructive alternatives for action and attempts to draw out as many factors as possible that may inhibit potential solutions.

Groups: Theory and Experience

Rodney W. Napier & Matti K. Gershenfeld (Houghton Mifflin Co., Boston 1973)

The section on decision making was taken from:

Management Training Series
CROUP DEVELOPMENT
Module

Developed by: Deloris M. Saunders
Edited by: Shirley A. Jackson

United States Office of Education
Right to Read Effort

FIGURE 9

Project STAR Action Plan

Purpose: Complete objectives and accompanying record keeping system.

Name Nanjemoy Elementary School
Date April 14, 1978

Objectives & Outcomes	Intended Tasks or Activities	Leader/ Resources	Timeline: April · May · June · Ju. · Aug. · Sept. · Oct. · Nov. · Dec. · Jan. · Feb. · March
1. To prepare objectives for use as soon as possible. (Standard 2)	1.1 Put subheadings and code numbers on all the objectives written.	SRT and Reading Team/MSDE	● ▲ 3
	1.2 Goal I objectives articulated from grade to grade. Goal II Goal III, IV, V	Staff /SRT	● ▲ 31 △ 31 △ 30
2. To develop record keeping system for use of objectives (class and individual). (Standard 14)	2.1 Examine existing record keeping systems.	Reading Team and SRT/ Crowley & Nash	● ▲ 12
	2.2 Decide on one to use for the fall.	Reading Team and Staff/ SRT, and principal	● o △ 5
3. To finalize objectives list and record keeping systems.	3.1 Use objectives and record keeping systems.	Reading Team and Staff/SRT, principal and State Team	● (objectives) o △ 5 ---on going--- (records) △
	3.2 Evaluate systems and objectives. ***	Reading Team and Staff/SRT, principal and State team	o △ 15

● activity begun
o activity not begun
△ activity incomplete
▲ activity complete

SAMPLE

TABLE 1
PROJECT STAR MONITORING SHEET

TASKS	PRINCE GEORGE'S COUNTY								CHARLES COUNTY				
	Bradbury Heights	Colmar Manor	Dodge Park	Edmonston	Green Valey	Kentland	Sandymount	Silver Hill	Gale-Bailey	Glasva	Mount Hope	Nanjemoy	Wayside
1. Review test data	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2. Meet w/ Rdg. Teams re: data	8/29	8/29	8/28	8/30	9/13	9/13	8/28		9/12	9/7	9/8		9/7
3. Write Plans for Improving Scores (due: 9/25)													

TABLE 2
PROJECT STAR MONITORING SHEET

SAMPLE

Time When the Activity Will Occur

Months

PROJECT PHASES	FROM/TO	8/78	9/78	10/78	11/78	12/78	1/79	2/79	3/79	4/79	5/79	6/79	MSDE	State STAR Team	LEA Contact Person(s)		STAR Resource Teacher	Principal	School Team/Staff
Team Meetings	Sept.-Mar.	X	8	X	9	X	19	16	16	X	X	X		✓			✓		
Focus Workshops	Oct.-Mar.	X	X	3	2	X	2	1	1	X	X	X		✓	✓		✓	✓	
New Windsor: I	Sept-May	X	20-22	X	X	6-8	X	X	X	X	2-4	X		✓	✓		✓	✓	
II	Sept.-May	X	27-29	X	X	13-15	X	X	X	X	9-11	X		✓	✓		✓	✓	

FIGURE 10
PROJECT STAR
INSERVICE MONITORING SHEET

School _____
Inservice Date _____
Audience _____
Topic _____

Type of Inservice _____
Type of Activities _____
Evaluation Results _____
Presenter(s) _____

FOLLOW-UP ACTIVITIES	July/Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June

TYPES OF INSERVICE: Cognitive, Performance, Consequence, Exploratory

TYPES OF ACTIVITIES: Exposition (lectures, media presentations, reading assignments)
Participation (outlining, note taking, writing, filling in blanks, demonstrating, experimenting, constructing, tutoring, etc.)
Interaction (give and take between instructor and learner, e.g., seminars, simulation, micro-teaching, peer teaching, etc.)
Exploratory (new ideas; no specified outcome expected in advance)

FIGURE 10 (continued)

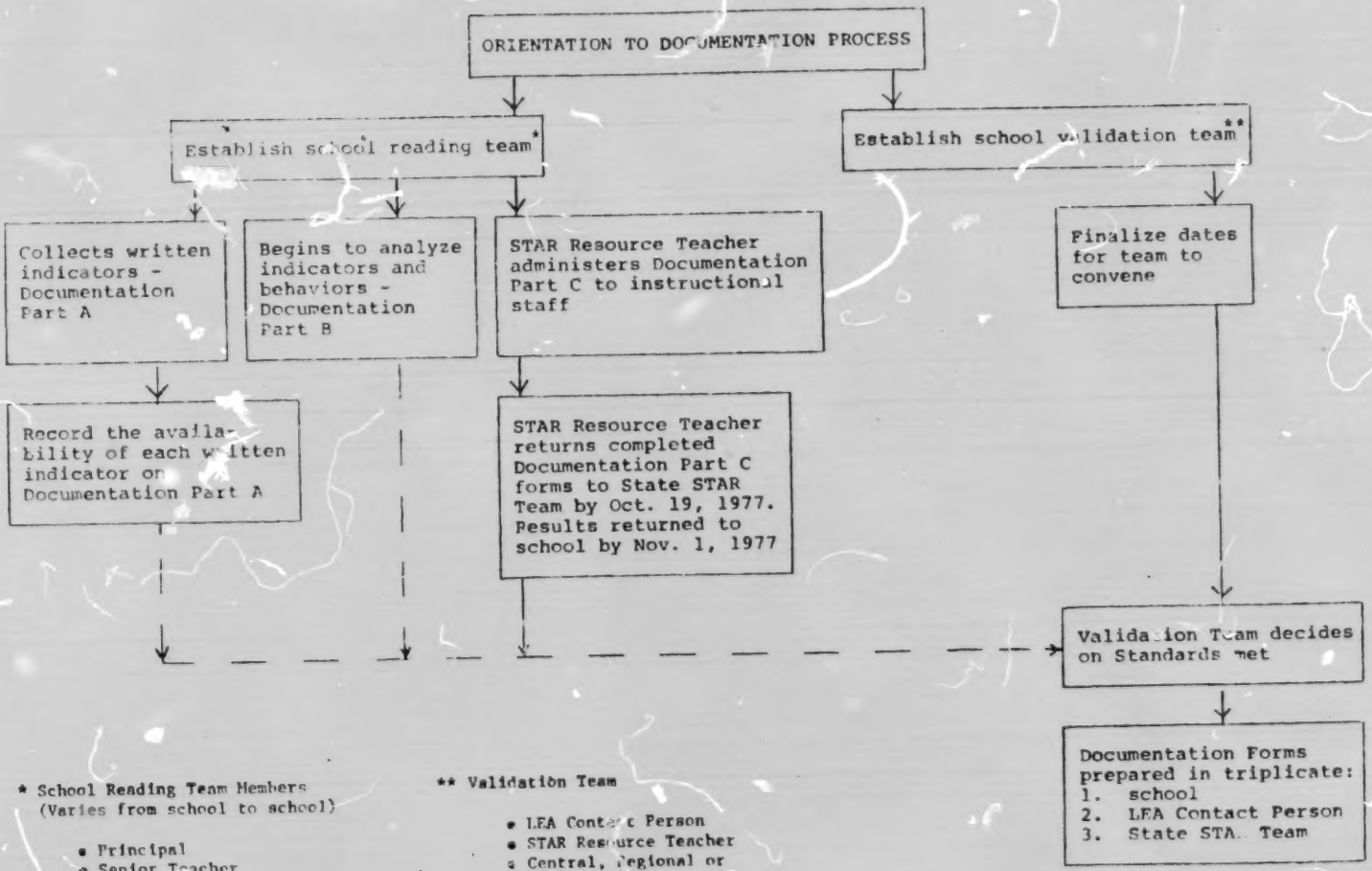
INSERVICE MONITORING ACTIVITIES (Dates and Comments)

Commitment Sheets	Materials	Follow-up Meetings	Observations

Survey or other Written Follow-up	Phone Calls	Further Needs

FIGURE 11

Project STAR Documentation Process


ORIENTATION TO DOCUMENTATION PROCESS
Establish school reading team*
Establish school validation team**
Collects written indicators - Documentation Part A
Begins to analyze indicators and behaviors - Documentation Part B
STAR Resource Teacher administers Documentation Part C to instructional staff
Finalize dates for team to convene
Record the availability of each written indicator on Documentation Part A
STAR Resource Teacher returns completed Documentation Part C forms to State STAR Team by Oct. 19, 1977. Results returned to school by Nov. 1, 1977
Validation Team decides on Standards met
Documentation Forms prepared in triplicate:
1. school
2. LEA Contact Person
3. State STAR Team

* School Reading Team Members
(Varies from school to school)

- Principal
- Senior Teacher
- Grade Chairmen
- Team Leader
- Reading Specialist
- Speech and Language Specialist
- Resource Teacher

** Validation Team

- LEA Contact Person
- STAR Resource Teacher
- Central, Regional or Area Supervisor
- State STAR Team Member
- Principal
- Classroom Teacher(s)

Overview of a Total Reading Program

Philosophy (Sample from Liberty Elementary #64 - Baltimore City)

Reading is the vehicle to the attainment of successful educational experiences and to the fulfillment of personal goals in contemporary society. Throughout one's life, reading is a window to the world enabling the reader to have vicarious experiences to select from man's ever increasing body of knowledge and to acquire skills and abilities congruent with his goals and life style.

The elementary school should provide a reading environment that fosters the love of reading, invites the child to read, and stimulates the desire to read widely for ever-increasing skills, for information, for the pleasure reading affords, and for a leisure-time activity.

The developmental reading program in the elementary school is concerned with reading, language, study skills and pupil attitudes. It is based on the premise that every child can learn to read, that it is the responsibility of the teaching staff to employ diagnostic prescriptive measures to insure the continuous progress of every child and that positive attitudes play a major role in readying progress.

The developmental reading program:

includes enrichment of vocabulary, adjustment of reading rate to purpose and material, improvement of basic silent and oral reading skills and development of reading habits for personal pleasure and profit.

is continuous and adjustable to the needs and interests of individual pupils.

provides corrective or remedial work for those who are retarded in their reading growth.

provides for continuous instruction in order to reinforce skills already acquired and to develop advanced skills needed to cope with materials in a variety of curricular fields.

includes literature from which the pupils can gain, in addition to other personal enrichments, standards of good reading tastes and bases of evaluation that raise his general reading level.

aims for the development of good habits of recreational reading on the part of the pupils.

is part of the larger interrelated program of language arts which includes writing, speaking, and listening as well as reading.

The language arts block will facilitate the development of the related language skills, reading, writing, speaking and listening, at the proper instructional level for each child. Continuous assessment on the part of the teachers and pupils, together with flexibility in adjusting children's placement will help to insure the continuous progress of each child.

Early identification of learning problems and the quick remediation of learning problems are a necessary component in the success of the developmental reading program. Analysis of children's learning styles and the formulation of diagnostic prescriptive measures based on this analysis is essential to continuous pupil progress.

Program Elements

A school should be able to articulate in two or three pages a comprehensive description of the total reading program. This description should elaborate upon student performance, program organization, and available resources. The following program elements are only meant to serve as a guide in the development of each school's written description:

I. Student Performance

A. Standardized tests
- Word Recognition
- Vocabulary
- Reading Comprehension

B. Additional Diagnostic Measures
- Are Criterion Referenced tests given to students?
- Are Informal Reading Inventories given to students?
- Is an Attitude Toward Reading Survey given?
- Is a Reading Interest Inventory given?

C. Evaluation Strategies
- Diagnostic methods are used with most or all students to determine individual reading needs.
- The teacher has formulated or selected specific objectives for each student and performance is measured in terms of these objectives. (School objectives, grade level expectancies, sequential listing of skills, etc.)
- Records of progress are kept for each individual student's performance.
- Students are kept informed of their progress and are involved in self-evaluation (teacher-student conferences.)

II. Program Organization

A. Is reading taught as a separate subject?

B. Is reading taught indirectly through other subject-matter courses?

C. Is special assistance provided for students in special need of reading help?

D. Is special assistance provided for the highly-able reader?

E. Is single teacher-multi-subjects organization used in the reading program?

F. Is a reading specialist available to teach students and/or consult with teachers?

G. Is team teaching used in the reading program?

H. Is student cross-age teaching used?

I. Is a program in effect that provides for one-to-one or small group instruction for students receiving special services?

J. Are aides available to serve as paraprofessional staff members to assist the reading program?

K. Which of the following basic approaches and techniques are used for reading instruction?

- Basal Reader
- Linguistic
- Individualized Reading
- Language-Experience

L. What student grouping patterns are used?

- One-to-one
- Small groups (5 or less students)
- Large groups (6 or more students)
- Total Class
- Homogeneous
- Is there need to study group patterns?

M. What features of a planned and articulated reading program are evident?

- Is a single planned, systematic program for teaching decoding skills used for most students in the school?
- Is a single planned, systematic program for teaching comprehensive skills used for most students in the school?
- Is a single planned, systematic program for teaching study skills used for most students in the school?
- Is a single planned, systematic program for teaching sight words and vocabulary skills used for most students in the school?
- Is a single planned, systematic program for teaching functional reading skills used for most students in the school?
- Is a single planned, systematic program for encouraging recreational reading skills used for most students in the school?
- Is there an alternative program provided for individual children who need it?

- Does the teacher use the text manual and supportive materials?
- Is a written record of skills mastered by each student (basal and recreational)?
- Is a written record of each student's reading level provided for content area teachers?
- Is provision made in the school for careful reading placement of the entering student who comes with no records?
- Is initial reading instruction provided in the student's first language?

III. Resources

A. School Library

B. Textbooks

C. Supplemental Instructional Materials

D. Staff Specialists

E. Outside Consultants

F. Volunteers

FIGURE 12
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS					
A. Student Performance 1. To identify prerequisites for successful performance in reading comprehension. — Project	L				
System				S	
School		S	L		S
2. To improve achievement of the prerequisites. — Project	L				
System				S	
School		L	S		S
3. To improve reading comprehension at the levels tested. — Project	L				
System				L	
School		L	S		S
B. Staff Performance 1. To identify inservice needs necessary to improve the reading program. — Project	L				
System				L	
School		S	L		S
2. To improve the instructional competency of staff members participating in the reading program. — Project	L				
System					
School		L	S		S

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
I. (continued)						
3. To improve the management performance of staff members in the reading program.	Project	L				
	System					
	School		S	L		S
C. Organization and Administration 1. To have schools identify standards critical to improving their reading program.	Project	L				
	System				L	
	School		S	L		S
2. To have schools meet mutually agreed upon standards.	Project		L			
	System					
	School	S		L	S	S
	Project					
	System					
	School					
	Project					
	System					
	School					

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION						
A. Interagency Cooperation 1. To encourage lines of communication between state, system, and school educational agencies.	Project	L				
	System				L	
	School		L	S		S
2. To coordinate federal and school programs within the school	Project					
	System					
	School	S	S	L	S	S
B. Intra-Agency Cooperation 1. To encourage lines of communication within the Maryland State Department of Education.	Project	L	S	S	S	
	System					
	School					
2. To encourage lines of communication within school systems and school.	Project	L				
	System				L	
	School		S	L		S
3. To articulate to Project Basic identified processes used to make changes in school reading programs.	Project	L	S			
	System				L	
	School			L		

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
II. (continued)						
C. Interdisciplinary Cooperation 1. To involve state and local personnel in reading, guidance, and language in support of the reading program.	Project	L	S			
	System				L	
	School			L		S
2. To provide funds and/or personnel to develop and implement projects in adult education, guidance, and language.	Project	L	S	S	S	
	System					
	School					
3. To identify and involve additional sources of support for the school reading program. (i.e., Special Education, Early Identification, Early Childhood, Title I)	Project	L				
	System				L	
	School		S	L		
	Project					
	System					
	School					
	Project					
	System					
	School					

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR						
A. Facilitate Stages of Change 1. Develop a process model for improving school programs.	Project	L	S	S	S	
	System					
	School					
2. Use the process model to improve school reading programs.	Project	L				
	System					
	School		L	S	S	
B. Secure Commitment 1. Use participatory management techniques to involve school, school system, and state personnel in improving the school program.	Project	L				
	System					
	School		L	S	S	S
2. Form linkage systems which assist schools in improving reading programs.	Project	L				
	System				L	
	School		S	L		
3. Secure and involve community support for improving the reading program.	Project					
	System				S	
	School		S	L		S

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
III. (continued)						
C. Monitor 1. To monitor implementation of the process model.	Project	L				
	System				S	
	School		L	S		S
2. To monitor special projects associated with Project STAR.	Project	L				
	System				L	
	School		L	S		
3. To monitor inservice provided by Project STAR Personnel.	Project	L				
	System				S	
	School		S	L		
	Project					
	System					
	School					
	Project					
	System					
	School					

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT						
A. Project Disciplines 1. To provide SRTs, Principals, School Staffs, Area and/or Central Staffs inservice in the content knowledge of reading, language, and guidance.	Project	L				
	System				S	
	School		L	S		S
2. To provide SRTs, Principals, School Staffs, Area and/or Central Staffs inservice to develop positive attitudes toward reading, language, and guidance.	Project	L				
	System				S	
	School		L	S		S
3. To provide SRTs, Principals, School Staffs, Area and/or Central Staffs inservice in instructional skills and strategies in reading, language, and guidance.	Project	L				
	System				S	
	School		L	S		S
B. Program Management 1. To provide STAR Resource Teachers, Principals, School Staffs, Area and/or Central Staffs inservice in implementation of the process model.	Project	L				
	System				S	
	School		L	S		S
2. To provide STAR Resource Teachers, Principals, School Staffs, Area and/or Central Staffs inservice in the change process.	Project	L				
	System				S	
	School		L	S		S

FIGURE 12 (continued)
PROJECT STAR
ROLES AND RESPONSIBILITIES MATRIX

	Domain	STATE STAR TEAM	STAR RES. TEACHER	PRINCIPAL	LEA CONTACT	CLASSROOM TEACHER
IV. (continued)						
3. To provide STAR Resource Teachers, Principals, School Staffs, Area and/or Central Staffs inservice in the team approach.	Project	L				
	System				S	
	School		L	S		S
4. To provide STAR Resource Teachers, Principals, School Staffs, Area and/or Central Staffs inservice in delivery systems.	Project	L				
	System				S	
	School		L	S		S
	Project					
	System					
	School					
	Project					
	System					
	School					
	Project					
	System					
	School					

ROSTER OF LEA SUPPORT STAFF

1. Reading Supervisor

   _____

2. Early Identification Coordinator

   _____

3. Test Coordinator

   _____

4. Special Education Supervisor

   _____

5. Coordinator of Adult Education

   _____

6. Media Coordinator

   _____

7. Speech and Hearing Coordinator

   _____

8. Regional Superintendent

   _____

9. Early Childhood Coordinator

   _____

10. Other Personnel

    _____

    _____

    _____

SCHOOL SELECTION PROCEDURES

The selection of Project STAR schools is a cooperative effort between the Maryland State Department of Education and local educational agencies. The Maryland State Department of Education utilizes the results of the Maryland Accountability Program as the major school selection criteria. Names of schools with low achievement scores and schools whose achievement scores are below their expectancy level according to Standard Age Scores (SAS) are submitted to local superintendents for approval. Each superintendent is also asked to give consideration to the following five factors.

1. Is the school tentatively scheduled for closing in the near future?

2. Is the school scheduled to move during the school year into another building?

3. Is the school involved in other major program changes under research controls which should not be disturbed?

4. Is the principal of the school willing to become involved in the Project?

5. Is the system committed through central staff time to coordinate the Project with other system support personnel such as special education, early identification, and general supervisors?

The selection process is complete upon receipt of the local educational agency's superintendent's approval.

DOCUMENTATION - PART C
TEACHER ASSESSMENT OF PROGRAM

RATIONALE

The existence of written evidence alone does not ensure that a document is being used, is helpful and appropriate, or is familiar to the staff members who could use it.

For lasting change to occur, the staff members who implement changes must feel the need to change, must identify areas in need of change as being relevant to their position, must feel an "ownership" or responsibility to participate in the change, and must agree when change has in fact occurred.

Use of Documentation - Part C by staff members will indicate areas of convergence and divergence among:

- Written evidence of a met Standard
- Behavioral evidence of a met Standard
- The staff's appraisal of how effectively the written documents are functioning within the school's reading program
- How important to the staff are the statements on the assessment in relationship to the school's reading program.

Documentation - Part C, as part of the program evaluation process, serves the following purposes:

- To provide individual teacher input to the assessment process
- To assess total program, not individual teachers
- To use in combination with written and behavioral evidence in analyzing areas of program in need of redirecting or articulation
- To use as a posttest measure of program change *as perceived by the local school staff.*

The results of Documentation - Part C are not to be used to predict achievement of the Standards, but merely as an index of staff appraisal of the status quo of the reading program and staff priorities.

DIRECTIONS FOR ADMINISTERING

The STAR Resource Teacher administers Documentation - Part C to the staff in each participating STAR school. The survey is to be administered

in two parts (Parts 1 and 2) at two different staff meetings, held at least one day apart, during the documentation stage of Project STAR. When administering the survey, the STAR Resource Teacher explains the following:

- The rationale for this step in documentation as explained above
- The rating system as described on the forms
- That individual teacher responses will not be recorded
- The terms used in the items that may be unfamiliar to staff members

Documentation - Part C does not need to be completed during the staff meeting at which it is introduced; the STAR Teacher should arrange for the anonymous return of Documentation - Part C.

TALLYING THE RESULTS

The information will be compiled by the Maryland State Department of Education and returned to the schools via the STAR Resource Teacher. The results will include an indication of the staff's appraisal of each item and the importance placed on each item, as well as a "criticality index" which may be used to set school-wide priorities.

USING THE RESULTS

Schools can use the results for the establishment of goals for program change and discussion of priorities. Comparing the staff's appraisal of the reading program with the physical and behavioral indicators should assist the staff in deciding desired priorities and program changes.

Periodically, the staff can reassess the program using Documentation - Part C. The same procedures outlined above for the initial assessment would be followed.

Specific Strategies*

1. COMPARE WITH VALIDATED SECTIONS OF DOCUMENTATION
   - Look for congruence between Documentation - Parts A and B and the Teacher Assessment (Part C) on a cluster, standard, and indicator basis.
   - Look for instances of extreme incongruence between Parts A and B and the Teacher Assessment (Part C) on a cluster, standard, or indicator basis
2. MAKE PLANS TO USE THE DATA
   - Decide which of incongruence may be handled incidently as part of a modeling procedure (without a formal action plan).

- Decide which, if any, can be ignored.
- Decide how items of incongruence would be integrated, i.e., how will validated needs be consolidated or reconciled with teacher needs and administrative wishes?
- Decide which items require staff involvement in a decision making activity. Use group process skills for those activities.
- Decide how a rationale for flow of program development can be presented in an effort to assist the staff in merging the goals of all involved: principal, staff, identified program needs, and Project STAR goals and objectives.

3. RECORD PLAN DEVISED AND REACTIONS TO ITS IMPLEMENTATION

*Developed by Project STAR Participants in Charles and Prince George's Counties at the STAR Project Workshop, February 1, 1978

No. of Times You Completed This Form (Please Check Below)

1 ____

2 ____

School: _____

Date: _____

PROJECT STAR

Documentation - Part C

Part 1

Importance

LEFT: On the left of each item, write the rating indicating each statement's importance to you.

1 = no value
2 = of little value
3 = indifferent
4 = somewhat vital
5 = vital

Appraisal

RIGHT: On the right of each item, write the rating indicating your appraisal of the status of how each statement functions in your school's reading program.

1 = completely disagree
2 = slightly disagree
3 = don't know
4 = slightly agree
5 = strongly agree

RESPONSE	STATEMENT	RESPONSE
_____	1. The school has a written point-of-view (philosophy) about reading.	_____
_____	2. The school's reading point-of-view reflects the local school system's point-of-view.	_____
_____	3. The school's accountability reading objectives are written.	_____
_____	4. The school's accountability reading objectives are derived from the local school system's goals.	_____
_____	5. The school's accountability objectives include Maryland State Department of Education reading goals and objectives.	_____
_____	6. The staff understands the school's reading goals and objectives.	_____
_____	7. Individual students can state the purpose of a reading activity.	_____
_____	8. Formal and informal tests used in the school are administered in a diagnostic sequence.	_____
_____	9. Assessment data is used to plan instruction.	_____
_____	10. Recordkeeping procedures are used to chart student growth.	_____
_____	11. The school's recordkeeping procedures reflect a school-wide attempt to coordinate individual, class, and total school records.	_____
_____	12. Recorded information is used to make school-wide program decisions (for example, to select new materials).	_____
_____	13. Test results are disseminated to inform the staff of program areas needing emphasis.	_____

BLOCK 13 (continued)

RESPONSE	STATEMENT	RESPONSE
_____	14. The staff is informed whether or not students meet the basic literacy requirements as tested in the Maryland Basic Skills Mastery Test (functional reading).	_____
_____	15. The staff is informed whether or not students meet expected reading achievement levels as measured by the accountability testing program (Iowa Tests of Basic Skills and the Cognitive Abilities Test).	_____
_____	16. The staff has designed activities for functional reading skills.	_____
_____	17. The school's accountability objectives include functional reading objectives.	_____
_____	18. The school staff uses a written plan to assist students in meeting basic literacy requirements and expected reading achievement levels.	_____
_____	19. Specific school system criteria are used to select new materials.	_____
_____	20. Specific school criteria are used to select new materials.	_____
_____	21. The school staff is involved in the selection of instructional materials.	_____
_____	22. The school staff sets priorities in selecting materials.	_____
_____	23. Materials selected for instruction provide adequate coverage of the accountability goals and objectives.	_____
_____	24. The materials inventory is useful when planning instruction.	_____
_____	25. The staff is provided training in the appropriate use of materials and equipment.	_____
_____	26. The staff is informed of materials available for review and use from the school system or community resources.	_____
_____	27. Students are allowed to use audiovisual equipment.	_____
_____	28. Students are taught how to read textbooks in all content areas as a part of the reading program.	_____
_____	29. Lessons in the content areas include learning experiences in print, non-print, fiction, and non-fiction.	_____
_____	30. Staff has received inservice on using a variety of methods to teach reading in the content areas.	_____
_____	31. The media center program is an integral part of the reading program.	_____
_____	32. Community resources available for school use have been identified.	_____
_____	33. Parents are supportive of the reading program.	_____
_____	34. Parents participate in the reading program as volunteers.	_____

FIGURE 13 (continued)

School: _____

Date: _____

No. of Times You Completed This Form (Please Check Below)

1 ____

2 ____

PROJECT STAR

Documentation - Part C

Part 2

LEFT: On the left of each item, write the rating indicating each statement's importance to you.

1 = no value
2 = of little value
3 = indifferent
4 = somewhat
5 = vital

RIGHT: On the right of each item, write the rating indicating your appraisal of the status of how each statement functions in your school's reading program.

1 = completely disagree
2 = slightly disagree
3 = don't know
4 = slightly agree
5 = strongly agree

RESPONSE	STATEMENT	RESPONSE
_____	35. School population groups are identified according to established criteria.	_____
_____	36. School instructional groups are formed using assessment data.	_____
_____	37. School instructional groups are formed using teacher judgment.	_____
_____	38. Written procedures exist for referring students who need diagnostic services and/or special services.	_____
_____	39. Staff members know who is responsible for providing continuous reading instruction for each student.	_____
_____	40. A written plan for achieving school-wide or classroom accountability objectives exists.	_____
_____	41. The staff has received inservice in ways to match students' assessed needs to the school accountability objectives used in planning lessons.	_____
_____	42. Instructional activities are planned to achieve specific school building objectives.	_____
_____	43. Different instructional methods and materials are used for students within identified population groups.	_____
_____	44. Students are placed in content area materials appropriate to their reading levels.	_____
_____	45. Students select materials appropriate to their reading levels.	_____
_____	46. Students exhibit a positive attitude toward reading.	_____
_____	47. Students select reading as a personal activity.	_____
_____	48. Activities designed to develop positive attitudes toward reading are provided.	_____

RESPONSE	STATEMENT	RESPONSE
_____	49. Staff roles and responsibilities in the reading program are clearly defined.	_____
_____	50. A team of staff members coordinates the total reading program.	_____
_____	51. A team of staff members (for example: the screening committee; the admissions, review, and dismissal committee; educational management team) coordinates programs for small groups and individual students.	_____
_____	52. All school-based specialists participate in the school's reading program.	_____
_____	53. Available system-based personnel and services are used to support the school's reading program.	_____
_____	54. Sufficient time is devoted to achieving the reading goals and objectives of the school, the school system, and the State of Maryland.	_____
_____	55. The direct instructional time allotted for each instructional group is usually uninterrupted.	_____
_____	56. The staff provides input into decisions about the school's organizational structure.	_____
_____	57. The organizational pattern in the school meets most students' instructional needs.	_____
_____	58. Appropriate space, materials, and equipment are available in the classrooms for each group of students.	_____
_____	59. Appropriate space, materials, and equipment are available in the media center.	_____
_____	60. Each classroom reading program is part of a planned sequence from grade to grade within the school.	_____
_____	61. The information contained in the staff handbook is sufficient to enable staff members to implement the total school reading program.	_____
_____	62. The principal coordinates the reading program.	_____
_____	63. Information about the reading program is shared with parents.	_____
_____	64. Inservice topics are mutually determined by administrative, supervisory, and teaching staff.	_____
_____	65. School staff competencies are used to plan and provide inservice.	_____
_____	66. Ideas from inservice sessions are implemented in the classroom.	_____
_____	67. Inservice sessions are evaluated by the participants.	_____
_____	68. Certified teachers require additional inservice to remain qualified for their positions.	_____

TIME MANAGEMENT PRINCIPLES

1. Equal Distribution. No one has enough time, yet everyone has all there is. This is the great "paradox of time." It is the one resource which is distributed equally to all.

2. Faulty Perception. The manager's time is rarely spent as he thinks it is. The mind plays tricks on its owner and deceives him into thinking his time is going where it should be going rather than where it is actually going.

3. Time Analysis Need. A daily log of activities for at least one week, taken in fifteen minute increments, is essential as a basis for effective time analysis. It should be repeated at least semi-annually to avoid reverting to poor time management practices.

4. Anticipation. Anticipatory action is generally more effective than remedial action. A stich in time saves nine. Avoid surprise by expecting the unexpected and planning for it. Assume if anything can go wrong, it will. (Murphy's Third Law.)

5. Planning. The great majority of problems arise from action without thought. Every hour spent in effective planning saves three to four in execution, and achieves better results. By failing to plan you are planning to fail.

6. Daily Planning. Daily planning, formulated the afternoon before or early the same day, in consonance with near-term objectives and events, is essential to effective utilization of personal time.

7. Objectives. More effective results are generally achieved through purposeful pursuit of planned objectives than by chance. The fundamental concept of management-by-objectives (MBO) is based on this proven principle.

8. Priority. Time available should be budgeted or allocated to tasks in ordered sequence of priority. Otherwise managers tend to spend time in amounts inversely related to the importance of their tasks. (Parkinson's Second Law) (See Pareto Principle, #9).

9. Concentration. In most areas of organized human endeavor, a critical few efforts (around 20%) usually produce the great bulk of the results (around 80%). This principle, also called the Pareto Principle on the 20/80 Law, led to the ABC Inventory System. Effective managers concentrate their efforts on the "critical few" events that will produce the major results.

10. Problem Identification. Failure to distinguish symptoms from causes tends to result in wasted effort directed toward apparent rather than real problems.

11. Deadlines. Imposing deadlines on yourself and excercising self-discipline in adhering to them aids managers in overcoming indecision, vacillation and procrastination.

12. Unrealistic Time Estimates. Managers tend to take an optimistic view of the time a task will take them to complete. They also tend to hope that others will be able to complete their tasks sooner than is likely. Hence, Murphy's Second Law: "Everything takes longer than you think." Thus managers tend to accept themselves and expect from others unrealistic estimates.

13. Probability of Occurrence. The probability that an intended event will occur increases directly with the systematic application of effort toward its realization.

14. Tyranny of the Urgent. Managers live in constant tension between the urgent and the important. The urgent tasks call for instant action and drive out the important from our consciousness. Managers thus are tyrannized by the urgent and respond unwittingly to the endless pressures of the moment, neglecting the long-term consequences of more important but less demanding tasks left undone.

15. Crisis Management/Over-Response. Managers tend to under-estimate problems, to fail to anticipate them, or to over-respond by treating all problems as if they were crises. This tendency toward crisis management and fire fighting causes undue anxiety, impaired judgment, hasty decisions and wasted time and effort.

16. Selective Neglect/Limited Response. Response to problems and demands should be realistic and limited to the needs of the situation. Some problems left alone go away. By selectively ignoring those problems which tend to resolve themselves, much time and effort can be conserved for more useful pursuits. (Also called the "principle of calculated neglect.")

17. Flexibility. Flexibility in degrees of scheduling personal time may be necessary to accommodate to forces beyond one's control. Time should not be over-or under-scheduled.

18. Alternatives. In any given situation, failure to generate viable alternative solutions limits the likelihood of selecting the most effective course of action.

19. Effectiveness versus Efficiency. Effort, however efficient, will tend to be ineffective if performed on the wrong tasks, at the wrong time, or without the intended consequences. Efficiency means doing the job right. Effectiveness means doing the right job right. Effective action produces maximum results within minimum expenditure of resources, including time.

20. Activity versus Results. Managers tend to lose sight of objectives or intended results and to concentrate their efforts on activity. Keeping busy gradually becomes their objective. These managers tend

to become activity-oriented rather than results-oriented. Instead of running their jobs they tend to be run by them. The confuse motion with accomplishment, activity with results.

21. Optimum Results. Results tend to be optimized when the greatest benefits are acheived with minimum resources.

22. Procrastination. Deferring, postponing or putting off decisions or actions can become a habit which loses time, causes lost opportunities, increases pressure of deadlines and generated crises.

23. Indecision. The arrival of the point of decision causes many managers without apparent reason to hesitate, vacillate or refuse to decide. Indecision should be viewed as a decision not to decide.

24. Completed Staff Work. Managers should delegate responsibility and authority to do a "whole task". This saves time otherwise required to complete the task themselves and frees them for more important work. It also enhances the satisfaction their team will take in their work and improves the overall effectiveness of the organization.

25. Delegation/Decision Level. Authority for decision-making should be delegated to the lowest possible level consistent with adequate judgment and available facts.

26. Upward Delegation. Managers tend to encourage upward (reverse) delegation unwittingly by fostering dependence of subordinates upon them for answers. They may do this by unconsciously being "to ready" with answers or by instructing subordinates to "do nothing without checking me."

27. Routine/Detail. Routine tasks of low value to overall objectives should be minimized, consolidated, delegated or eliminated to the extent possible. Managers should divorce themselves from unnecessary detail and selectively neglect all but essential information. (See also "Exception Management" #28).

28. Exception Management. Only significant deviations of actual results from planned performance should be reported to the responsible executive to conserve his time and abilities. Related to the "management-by-exception" concept is the "need not to know" concept of excluding all but essential facts.

29. Feedback. Feedback on relative performance against goals at predetermined intervals is essential to insure progress according to plan. Progress reports should identify problems (deviations of actual from planned performance) in time to take corrective action.

30. Interruption Control. Arrangement of and controls over activities should be designed to minimize the number, impact and duration of interruptions.

31. Planned Unavailability. Managers must plan for periods of uninterrupted concentration. The "quiet hour," effective secretarial screening of calls and visitors, and a hideaway are three of the most effective techniques to achieve this. The mistaken notion that managers should "always be accessible" has led to such abuses as the ever-open door which stands as a continuing invitation to passersby and corridor-wanderers to drop in for a visit.

32. Consolidation. Similar tasks should be grouped within divisions of the work day to eliminate repetitive actions and minimize interruptions, such as taking and returning phone calls. This will economize the utilization of resources including the personal expenditures of time and effort.

33. Visibility. Keeping visible those things you intend doing increases the certainty of achieving your objectives. You can't do what you can't remember. This principle of visible control is inherent in such time management tools as the Plan Sheet of Economics Laboratory, Daytimer pocket and desk calenders, and project control charts.

34. Clarity. Simple concise unambiguous language insures understanding and saves time.

35. Brevity. Economy of words and actions conserves time while promoting clarity and understanding.

36. Habit. Managers tend to be victims of their own habit patterns. They tend to take on the practices of the organizations in which they manage. Breaking ingrained habit patterns is very difficult and requires continuing excerise of self-discipline.

37. Work Expansion. (Parkinson's Law). Work tends to expand to fill the time available.

38. Implementation and Follow-up. Implementation of time planning and follow-up is essential on a daily basis for effective time management.

39. Acceptance. Seek the courage to change those things which can be changed... the willingness to accept those which can't... and the wisdom to know the difference.

40. Managerial Imperative. Irreplaceable and irretrievable ... time is the most critical of all managerial resources. As Ben Franklin put it: "When your time is up, you're done." The ability to organize and utilize time effectively is the managerial imperative, for without it nothing else can be managed.

Reference: Administrative Leadership course, Montgomery County Public Schools, Rockville, Maryland.

TIME WASTERS AND HOW TO OVERCOME THEM

Listed below are the ten most frequently mentioned time wasters and ways to overcome them. The information was compiled by Leo B. Moore of the Massachusetts Institute of Technology. He worked with almost 3,000 managers in executive development programs in a study which lasted over a period of six years.

1. The telephone: Problems with the telephone center around the frequency and length of calls that are considered interruptions. Special note is often made of those incoming calls placed by a person who either is not available or is busy on another phone. Having the secretary screen incoming calls and holding all calls during important periods are often suggested solutions. In one company the telephone was considered such a culprit that the entire management group agreed to shut down the telephones for one hour in the morning, allowing the switchboard operator to take messages during that period rather than putting through any incoming calls.

2. Meetings: The complaints about meetings are vehement and numerous, ranging from "too long and too many" to "ineffective and indecisive." The typical solution suggested is to reduce the number of meetings. Some companies have accomplished this by requiring top executive approval before any meetings can be held.

3. Reports: All paperwork, and particularly making out reports, is considered a top time-waster for the manager. The ever-increasing stream of forms, records, memos, mail, and simple informational notes are continually usurping time. Most managers agree that there is apparently no ready answer to this problem; even the computer, with all its promise, seems only to compound an already bad situation. Some companies have instituted forms control and paperwork simplification programs, but the consensus seems to be that stopping an avalanche is not the same thing as preventing one.

4. Visitors: Visitors, particularly those who arrive unannounced, prove difficult for the manager who must decide how to handle the conversation and how and when to finish the interview. This is most trying when they are referred or re-routed by a superior, or when they arrive from the home office. Most managers feel that they simply must live through these endless hours. Some tongue-in-cheek avoidance techniques are: never sitting down, edging the visitor toward the door, and having the secretary openly announce another commitment.

Ref: Administrative Leadership Course, Montgomery County Public Schools, Rockville, Maryland.

5. Delegation: Satisfactory delegation is apparently difficult to make when measured by the ability of the subordinate to perform without frequent checks with his superior as to what was desired. Many managers agree that subordinates often know what to do but are eager to let the superior know what progress they are making. Some, however, are more anxious than eager and are willing to let the superior do the job if he succumbs to their pleas for assistance. Too often the manager himself is not exactly certain of the particulars of what he wants or needs, so going over the work instructions carefully and having them repeated are suggested to clarify problem definitions. Specific statements about how time should be allotted and how often progress should be reported should be included in the instructions.

6. Procrastination: Persistent problems are the order of a manager's day and procrastination is a tempting answer to some of them. Constant interruptions make it difficult to decide the sequence of activity, and certain problems are likely candidates for postponement. Managers are not alike in their selection of priority problems; some are more inclined to start with the complicated while others are willing first to rid themselves of the easy ones in order to concentrate on the difficult. Most managers agree that they have more problems than they can accommodate, and suggest that the superior establish a priority. The trouble is that he wants them all "yesterday". Delegating some items to subordinates, even when the manager might want to solve them himself, seems the best approach.

7. Firefighting: The unexpected problem that demands immediate firefighting attention can be expected to occur at a most inconvenient time. Dedicated managers simply respond when the alarm sounds and hope that there will not be too many simultaneously. Crisis prevention is a fond hope of most managers, but too often there is no time to allot to such anticipatory activities. One thought often voiced is that of overcoming the reluctance of subordinates to present bad news sooner; fires only grow worse.

8. Special Requests: Special requests, particularly those from the head office, are worse than fires. They have a way of enlarging in uncertainty on their path down, so that too often managers put in more time and effort than was originally envisioned. The obvious suggestion to send back a request for further instructions or specifics meets with tremendous resistance and is not often used.

9. Delays: The military practice of "hurry up and wait" is especially irksome to managers. Delays of all types, particularly of incoming schedules, required information, and planning decisions, do upset any manager's best-laid plans and often lead him to a life of quiet desperation.

10. Reading: The increasing volume of management literature has made reading a time problem of serious dimensions. Speed reading courses help a great deal. Digests and abstracts of articles and books prove most beneficial. The company librarian and other readers help by pointing out material of interest to individual managers.

TIME LOG

A time log will create information for investigating and planning time management. At the end of each day for one week, estimate the amount of time spent on each of the following categories.

Activities	Mon	Tue	Wed	Thr	Fri	Total
1. Researching - reports, literature						
2. Working with groups of students on academic or counseling matters						
3. Conducting/attending workshops, conferences						
4. Calling peers, clients, superiors, etc.						
5. Meetings with peers, clients, superiors, sub-ordinates for general purposes (information dissemination-low involvement)						
6. Meetings with peers, clients, superiors, sub-ordinates for planning purposes (high involvement)						
7. Visitations to schools, offices, departments						
8. Meetings with supervisor(s), ADI, SSE, etc.						
9. Meetings with other specialists						
10. Preparing and keeping records, reports, memorandums, paperwork, etc.						
11. Individual work - planning						
12. Other						
Total						

Record time in 15-minute blocks, i.e., 1/4 hour, 1/2 hour, 3/4 hour.
Please bring log with you to the workshop

Ref: Administrative Leadership Course, Montgomery County Public Schools, Rcokville, Maryland

TIME MANAGEMENT - ACTIONS AND ATTITUDES

DIRECTIONS: Check whether your actions and attitudes are consistent with each statement given below. Mark YES if you usually or always act or feel consistent with the statement. If your usual actions and feelings are generally inconsistent with the statement, check NO.

ITEM	YES	NO
1. I waste my time feeling guilty about what I don't do or haven't yet done.		
2. I do much of my thinking on paper.		
3. I remind myself: "There is always enough time for the important thing." If it's important I"ll take the time to do it.		
4. I've given up forever all "waiting time." If I have to wait I consider it a "gift of time" to plan or do something I would not otherwise have done.		
5. I skim books, magazines and newspapers quickly looking for the main thoughts and new ideas.		
6. I know what I value (prize) in my personal and professional life.		
7. I have identified my Prime Time (when I work best, i.e., A.M. or P.M.)		
8. I have a list of Long Term Goals and review them periodically.		
9. I look for "action steps" to be taken now to further my long range goals.		
10. I often ask myself: "What is the best use of my time right now?"		
11. I regularly examine old habits for possible elimination and streamlining.		
12. I keep and prioritize a daily or weekly TO DO list, evaluating progress at the end of the day or week.		
13. I have trained myself to go down my TO DO list without skipping over difficult items.		
14. At least once a day, I analyze, plan and prioritize my work and activities.		

TIME MANAGEMENT - ACTIONS AND ATTITUDES (continued)

ITEM	YES	NO
15. I have confidence in my judgment of priorities and stick to them in spite of difficulties.		
16. I start with the most profitable parts of large projects.		
17. I "cut off" low payoff activities as quickly as possible.		
18. I budget enough time to concentrate on high priority items.		
19. I focus my efforts and time on items that will have the best long term benefits.		
20. If I seem to procrastinate I ask myself: "What am I avoiding?" and then try to confront the item head-on.		
21. I often ask myself, "Would anything terrible happen if I didn't do this task " If the answer is NO, I don't do it.		
22. I have developed the ability to concentrate well for long stretches of time, in planning and thinking.		
23. I set deadlines and target dates for myself and others.		
24. I delegate everything I possibly can to others.		
25. I make use of specialists to help me with special problems.		
26. I generate as little paperwork as possible and throw away anything I possibly can.		
27. I handle each piece of correspondence only once.		
28. I have a place for everything (so I waste as little as possible looking for things).		
29. I make the best use of other people's time while on the telephone.		
30. I make the best use of other people's time while at meetings.		

ITEM	YES	NO
31. I try to arrive at meetings, conferences and appointments fifteen minutes early so that I can be mentally.		
32. When crisis emerge, I categorize the crisis into: (a) urgent-important (b) important-not urgent (c) not important-urgent (d) not important-not urgent.		
33. I recognize that inevitably some of my time will be spent on activities outside my control and don't fret about it (crisis).		
34. I try to enjoy whatever I am doing.		
35. I give myself time off for relaxation and special rewards when I've done the important things.		
36. My objective is to work smarter rather than harder.		
37. I control my job instead of my job controlling me.		

APPENDICES

Appendix A

INDICATORS WORKSHEET

FOR USE DURING DOCUMENTATION--PART A

This worksheet provides a list of all the written indicators cluster by cluster. The school reading team may use this summary to record the availability of the items listed, and the school validation team may use it as a reference while analyzing the evidence collected by the reading team.

Indicators met should be checked off the Documentation Form for each standard after evaluation by the validation team. Items marked with an asterisk are to be available to the validating team and submitted to Project STAR with the Documentation Forms. Other items should be placed in a central location during the documention period for access by the validation team.

The numbering system for the indicators below provides a reference to the applicable standard; for example, indicator 1.1 means standard one, indicator one.

CLUSTER I: GOALS AND OBJECTIVES

Available/
Not Available

_____ *1.1 Written school point-of-view

_____ 1.2 Written school system point-of-view

_____ 2.1 Written state goals

_____ *2.2 Written school system goals

_____ 2.3 Written school objectives

_____ 3.1 Evidence of dissemination of goals and objectives to school staff (e.g., goals and objectives are written in handbook or curriculum guide and/or were topics of a workshop evaluation on goals and objectives)

_____ 3.2 Evidence of dissemination of goals and objectives to parents (e.g., newsletters, notices, or PTA minutes that reflect parent knowledge of objectives)

_____ 3.3 Evidence of dissemination of goals and objectives to students (e.g., objectives written in lesson plans and learning activities)

CLUSTER II: ASSESSMENT

_____ 27.1 The school system's approved list of formal and commercial test instruments

_____ *27.2 List of all formal and informal assessment instruments used in the school

_____ *27.3 Diagnostic testing plan, K-6

_____ 27.4 Latest individual and group test results (e.g., ITBS, Cognitive Abilities Test, Title I, basal tests)

_____ 27.5 Informal test results (e.g., informal reading inventories)

_____ 14.1 Student record forms and/or folders

_____ 14.2 Classroom record forms

_____ *14.3 Schoolwide record forms

_____ 14.4 Reporting procedures to parents (e.g., report cards, letters, and conference reports)

_____ 14.5 Records used to evaluate school's organizational structure

_____ 14.6 Booklets, announcements, meetings, newspaper articles, teacher intervisitation and other means used to share promising curriculum practices

_____ 14.7 A written, schoolwide plan for managing assessment and student progress.

_____ 26.1 Results from Maryland Basic Skills Mastery Tests (Functional Reading) (see Cluster II, Indicator 27.4)

_____ 26.2 Activities and/or list of activities designed to improve areas of identified need

_____ 26.3 School accountability objectives (see Cluster 1, Indicator 2.3)

Indicator Worksheet Part A

_____ 25.1 Results from the Cognitive Abilities Test and the Iowa Tests of Basic Skills (see Cluster II, Indicator 27.4)

_____ 25.2 Written plan designed to help students meet accountability criteria (see Cluster IV, Indicator 5)

_____ *28.1 Handbook, memos, graphs, and charts used to present and interpret school test results

_____ 28.2 Newsletters, annual report, and newspaper articles presenting school test results to community at large

CLUSTER III: PROGRAM DEVELOPMENT

_____ 21.1 *State Guidelines for the Evaluation and Selection of Instructional Materials*

_____ 21.2 School system criteria and procedures for selection and evaluation of materials

_____ *21.3 Local school criteria and procedures for evaluating new materials

_____ 20.1 An inventory of all textbooks and instructional materials available in the school

_____ *22.1 Inservice agendas or the school calendar

_____ 22.2 List of names of sales consultants or other representatives who have conducted instruction in use of new materials and/or equipment

_____ 22.3 Handbook, role descriptions or other written communication that designates a person(s) as being responsible for instruction in the use of materials and equipment.

_____ 17.1 Guidelines for teaching content reading

_____ 17.2 A list of print, non-print, fiction, non-fiction materials for content area topics (see Cluster III, Indicators 18.1 and 20.1)

_____ 18.1 Inventory of media collections which support the reading program

_____ 18.2 Written description of media center's use

_____ 18.3 Written media specialist's role description (See Cluster V, Indicator 7.3)

_____ 10.1 List(s) of available community resources

_____ 10.2 List of community resources currently being used by the school

_____ 10.3 Written evidence of a coordinated volunteer program, i.e., parent talent survey form, names of volunteer coordinators, regular volunteer schedules, specific objectives for volunteer's activities

CLUSTER IV: PROVIDING APPROPRIATE PROGRAMS

_____ 4.1 School and/or system criteria for determining school population groups.

_____ *4.2 Charts, groups, and/or lists of the numbers and percentages of students in each established population group by grade and total school.

Indicator Worksheet Part A

*4.3 Written procedures for identifying instructional groups.

*4.4 Charts, graphs, and lists of numbers and/or names of students in each instructional group (i.e., reading levels and skill needs)

*4.5 Written referral procedure for students needing special assessment and services (see also Cluster V, Standard 7)

4.6 Written Educational Management Plan for students receiving special services.

*5.1 A written plan for achieving needed schoolwide or classroom objectives

16.1 Accountability objectives.(see Cluster I, Indicator 2.3)

16.2 Lesson plans

16.3 Student activities

23.1 Charts indicating students' reading levels (see Cluster II, Indicator 14.2 and Cluster V, Indicator 13.1)

23.2 Textbook inventory (see Cluster III, Indicator 20.1)

23.3 Individual pupil records (see Cluster II, Indicator 14.1)

*19.1 Assessment data on student interests and attitudes toward reading (see Cluster II, Indicator 27.4)

19.2 Responses on questions 1-10 of the Maryland Basic Skills Mastery Test (Functional Reading) (see Cluster II, Indicator 27.4)

*19.3 School accountability objectives (Cluster I, Indicator 2.3)

*19.4 Written plan for achieving accountability objectives (Cluster IV, Indicator 5.1)

19.5 Library circulation studies

CLUSTER V: PROGRAM MANAGEMENT

*7.1 Written description of team membership, procedures, and recordkeeping devices for coordinating the *total reading program*

7.2 Written description of team membership, procedures, and recordkeeping devices for meeting *small group and individual student* needs

7.3 Written role description of each specialist in the school

7.4 Chart showing each specialist by position and name, type of service offered the previous year, frequency of use, plans for use in the future (see Cluster V, Indicator 9.1)

7.5 Written referral procedure for students needing special assessment and services

*9.1 List or chart of available support services in or out of system showing:

- Positions and names of persons available
- Frequency of service in previous school year
- How used in past school year
- Future plans for use

9.2 Calendar, workshop agenda, etc.

12.1 School system's guidelines for prescribed reading time allotments

12.2 Each teacher's weekly schedule for reading

13.1 Classroom charts by grade and teacher showing instructional groups:

- Reading levels,
- Areas identified on Maryland Systematic Teacher Observation Instrument (MSTOI), and
- Skill development needs (see Cluster II, Indicator 14.2)

Indicator Worksheet Part A

_____13.2 Charts showing Standard Four population groups (see Cluster IV, Indicator 4.2)

_____13.3 Weekly classroom schedule of students receiving resource aid and identification of the teachers providing that assistance

_____24.1 Maps or diagrams of school building showing each teacher's name and position

_____24.2 Written description of physical facilities

_____for staff
_____for classroom instruction
_____for specialists

CLUSTER VI: ARTICULATION

_____*11.1 Written description of school's total reading program

_____*11.2 Written description of the reading program/approach in each classroom

_____*15.1 Special projects and procedures used to provide information to parents about the reading program

_____*15.2 Ongoing procedures used to provide information about the reading program to the community (e.g., newsletters and meetings)

_____15.3 Activities and games designed for parents to use with their children

CLUSTER VII: STAFF DEVELOPMENT

_____8.1 Staff inservice surveys

_____8.2 Other written input from teachers on inservice needs

_____8.3 Agenda(s) for inservice meetings

_____8.4 Workshop evaluation forms

_____8.5 Inservice monitoring plan

_____*8.6 Standards' documentation

_____6.1 List of certified and non-certified teachers of reading validated by local school system's personnel office

APPENDIX B

INDICATORS WORKSHEET

FOR USE DURING DOCUMENTATION--PART B

This worksheet provides a list of all the indicators that require an analysis of written material or observation of behaviors illustrating the implementation of written evidence of meeting the standards. The school reading team may use this summary to record whether or not these indicators are in evidence, and the school validation team may use it as a reference while analyzing the evidence.

Indicators met should be checked off the Documentation Form for each standard after evaluation by the validation team.

The numbering system for the indicators below conforms to that provided in Documentation--Part A; indicator 1.3 means standard one, indicator three.

CLUSTER I: GOALS AND OBJECTIVES

In Evidence/
Not in Evidence

_____1.3 School's point-of-view includes school system point-of-view

_____1.4 School's point-of-view includes state point-of-view

_____1.5 School's point-of-view includes school point-of-view developed with input from: staff, parents, and/or consultants

_____2.4 School objectives are developed from state and school system reading goals.

_____2.5 School objectives are reviewed and revised annually.

_____2.6 School objectives reflect the needs of your student populations.

_____2.7 Instruction reflects system and state goals.

_____3.4 Students perform activities successfully.

_____3.5 Teacher checks understanding by having student explain activities to other students.

_____3.6 Individual students can articulate the purpose of an activity.

_____3.7 Teachers check student understanding of objectives by asking for a paraphrasing of activity's purpose or directions.

CLUSTER II: ASSESSMENT

_____27.6 Selection of materials and resource allocation based on assessment data (see Cluster II, Indicator 28)

_____27.7 Instruction based on assessment data as evidenced by the indicators for Standards 4, 5, 16, 23.

_____27.8 A test preparation program has been developed which includes:

_____Test taking skills as needed by students
_____Appropriate test environment
_____Proper test administration

_____27.9 Diagnostic testing plan coordinates all state required and locally required testing with school-based testing needs.

_____27.10 Diagnostic testing plan includes areas of curriculum tested by each instrument.

_____27.11 Diagnostic testing plan includes description of the decisions to be made with each instrument.

_____27.12 Diagnostic testing plan (or Assessment Plan - Indicator 14.7) describes how test results are to be used to modify instructional practices.

Indicator Worksheet Part B

_____ 14.8 Record forms reflect a systematic effort to collect individual and group data to be used for management planning.

_____ 14.9 Completed individual student records show data on management information sheet.

_____ 14.10 Completed class records show data on management information sheet.

_____ 14.11 Completed schoolwide records show data on management information sheet.

_____ 26.4 Test results have been analyzed to determine whether a basic literacy level has been achieved.

_____ 26.5 Test results have been analyzed to identify areas needing instructional help.

_____ 26.6 The implementation of a plan for meeting the identified needs.

_____ 26.7 School accountability objectives include functional reading objectives.

_____ 26.8 Activities have been designed to teach functional reading objectives.

_____ 25.3 Charts and/or graphs are used to analyze test data.

_____ 25.4 Time is provided for teachers to implement the written plan that contains accountability criteria.

_____ 25.5 Accountability test results indicate students score at the expected achievement level.

_____ 25.6 Written plan designed to meet accountability criteria includes areas of need identified by test results.

_____ 28.3 Individual student test results are disseminated to parents by way of conferences, meetings, and/or written communication.

_____ 28.4 Individual, class, and school test results are disseminated to staff by way of conferences, meetings, and/or written communcation (see Cluster IV for use of data once data disseminated).

CLUSTER III: PROGRAM DEVELOPMENT

_____ 21.4 The written school and/or system criteria include consideration of:

_____ school objectives

_____ school population groups

_____ school instructional groups

_____ compatibility of students' experiences and the concepts required

_____ compatibility of language between student and text (e.g., figurative language)

_____ teaching methods employed

_____ student interests

_____ balance between concreteness and abstractness

_____ balance between print and non-print

Indicator Worksheet Part B

_____21.5 The process of selecting and ordering materials includes consideration of:

_____ensuring an adequate supply of materials

_____establishing staff agreed-upon priorities based on students' assessed needs

_____using system criteria and procedures for selection and evaluation

_____21.6 Staff is involved in selecting materials using the established criteria.

_____21.7 Staff is involved in ordering materials based on the staff agreed-upon priorities.

Inventory and categorization of materials and equipment

_____20.2 The existing inventory indicates:

_____The school population group(s) for whom a piece of material is appropriate.

_____The instructional group for whom the material is appropriate.

_____The selected school objectives contained in a piece of material

_____The location of materials and the number of copies available.

nstruction in the appropriate use of aterials

_____22.4 Inservice agendas or school calendars indicate inservice on instructional materials has been held.

_____22.5 School administrator and supervisors ensure that materials are used properly by providing for observation of use in the classroom, inservice follow-up, and when appropriate, the involvement of system-based resources.

_____22.6 Students are instructed in the use of equipment and materials.

_____22.7 Teachers incorporate available materials and equipment from system collections and other community resource banks.

_____17.3 Content area reading objectives to be taught have been selected from the school accountability objectives.

_____17.4 Content area vocabulary development activities are in evidence in the classrooms.

_____17.5 Comprehension and study skill activities based on various content areas are in use.

_____17.6 Students are using content materials appropriate to their instructional levels (see Appropriate Program, Indicator 23)

_____17.7 Teachers are observed teaching reading skills from content area materials.

_____17.8 Teachers are observed using various methods and techniques to teach reading in content area materials.

APPENDIX C
STAR PROJECT DOCUMENTATION FORM

CLUSTER: I. Goals & Objectives

To develop and articulate to staff, students, parents and community an instructional point-of-view and objectives based on state and local education system philosophy, goals, and objectives.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
1. *Each school should have a formally written point-of-view which is consistent with those of the state and the local school system.*		
INDICATORS INCLUDE:		
_____ 1.1 Written school point-of-view		
_____ 1.2 Written school system point-of-view		
_____ 1.3 School's point-of-view includes school system point-of-view		
_____ 1.4 School's point-of-view includes state point-of-view		
_____ 1.5 School's point-of-view includes school point-of-view developed with input from staff, parents, and/or consultants		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: I. Goals & Objectives

To develop and articulate to staff, students, parents and community an instructional point-of-view and objectives based on state and local education system philosophy, goals, and objectives.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
2. *School building reading objectives must be developed for instructional programs from the adopted state and school system accountability goals in reading.*		
INDICATORS INCLUDE:		
_____2.1 Written state goals		
_____2.2 Written school system goals		
_____2.3 Written school objectives		
_____2.4 School objectives are developed from state and school system reading goals.		
_____2.5 School objectives are reviewed and revised annually.		
_____2.6 School objectives reflect the needs of your student populatio		
_____2.7 Instruction reflects system and state goals.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: I. Goals & Objectives

To develop and articulate to staff, students, parents and community an instructional point-of-view and objectives based on state and local education system philosophy, goals, and objectives.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
3. *The reading goals and objectives must be disseminated to the school staff, students, parents and community.*		
INDICATORS INCLUDE:		
_____ 3.1 Evidence of dissemination of goals and objectives to school staff (e.g., goals and objectives are written in handbook or curriculum guide and/or were topics of a workshop evaluation on goals and objectives)		
_____ 3.2 Evidence of dissemination of goals and objectives to parents (e.g., newsletters, notices, or PTA minutes that reflect parent knowledge of objectives)		
_____ 3.3 Evidence of dissemination of goals and objectives to students (e.g., objectives written in lesson plans and learning activities)		
_____ 3.4 Students perform activities successfully.		
_____ 3.5 Teacher checks understanding by having student explain activities to other students.		
_____ 3.6 Individual students can articulate the purpose of an activity.		
152 _____ 3.7 Teachers check student understanding of objectives by asking for a paraphrasing of activity's purpose or directions.		153
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
27. *School staffs should use the results from informal diagnostic and achievement devices as a basis for making necessary changes in instructional activities for individual students.*		
INDICATORS INCLUDE:		
_____ 27.1 The school system's approved list of formal and commercial test instruments		
_____ 27.2 List of all formal and informal assessment instruments used in the school		
_____ 27.3 Diagnostic testing plan, K-6		
_____ 27.4 Latest individual and group test results (e.g., ITBS, Cognitive Abilities Test, Title I, basal tests)		
_____ 27.5 Informal test results (e.g., informal reading inventories)		
_____ 27.6 Selection of materials and resource allocation based on assessment data (see Cluster II, Indicator 28.f)		
_____ 27.7 Instruction based on assessment data as evidenced by the indicators for Standards 4, 5, 16, 23.		
_____ 27.8 A test preparation program has been developed which includes:		
_____ Test taking skills as needed by students		
_____ Appropriate test environment		
_____ Proper test administration		

(continued)

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
27. *School staffs should use the results from informal diagnostic and achievement devices as a basis for making necessary changes in instructional activities for individual students.*		
_____ 27.9 Diagnostic testing plan coordinates all state required and locally required testing with school-based testing needs.		
_____ 27.10 Diagnostic testing plan includes areas of curriculum tested by each instrument.		
_____ 27.11 Diagnostic testing plan includes description of the decisions to be made with each instrument.		
_____ 27.12 Diagnostic testing plan (or Assessment Plan - Indicator 14.7) describes how test results are to be used to modify instructional practices.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
14. *The school staff should maintain a recordkeeping system to provide data for the following:* *a. Specific evidence of student progress* *b. Information for reporting progress to students and parents* *c. Input for evaluating the school's organizational structure and curriculum.* INDICATORS INCLUDE: _____14.1 Student record forms and/or folders _____14.2 Classroom record forms _____14.3 Schoolwide record forms _____14.4 Reporting procedures to parents (e.g., report cards, letters, and conference reports) _____14.5 Records used to evaluate school's organizational structure _____14.6 Booklets, announcements, meetings, newspaper articles, teacher intervisitation and other means used to share promising curriculum practices _____14.7 A written, schoolwide plan for managing assessment and student progress. _____14.8 Record forms reflect a systematic effort to collect individual and group data to be used for management planning. (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
14. *The school staff should maintain a recordkeeping system to provide data for the following:* *a. Specific evidence of student progress* *b. Information for reporting progress to students and parents* *c. Input for evaluating the school's organizational structure and curriculum.* _____ 14.9 Completed individual student records show data on management information sheet. _____ 14.10 Completed class records show data on management information sheet. _____ 14.11 Completed schoolwide records show data on management information sheet. ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
26. *Students should achieve a basic literacy level (State Reading Goal 4) at Grades 7 and 11 as defined by the Maryland Accountability Program (Maryland Basic Skills Mastery Tests).*		
INDICATORS INCLUDE:		
..... 26.1 Results from Maryland Basic Skills Mastery Tests (Functional Reading) (see Cluster II, Indicator 27.1)		
..... 26.2 Activities and/or list of activities designed to improve areas of identified need		
..... 26.3 School accountability objectives (see Cluster I, Indicator 2.3)		
..... 26.4 Test results have been analyzed to determine whether a basic literacy level has been achieved.		
..... 26.5 Test results have been analyzed to identify areas needing instructional help.		
..... 26.6 The implementation of a plan for meeting the identified needs.		
..... 26.7 School accountability objectives include functional reading objectives.		
..... 26.8 Activities have been designed to teach functional reading objectives.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
25. *Student achievement scores for the school population should be equal to or above the declared expected school reading achievement level as defined by the Maryland Accountability Formula and Grade levels.*		
INDICATORS INCLUDE:		
_____ 25.1 Results from the Cognitive Abilities Test and the Iowa Tests of Basic Skills (see Cluster II, Indicator 27.4)		
_____ 25.2 Written plan designed to help students meet accountability criteria (see Cluster IV, Indicator 5.4)		
_____ 25.3 Charts and/or graphs are used to analyze test data.		
_____ 25.4 Time is provided for teachers to implement the written plan that contains accountability criteria.		
_____ 25.5 Accountability test results indicate students score at the expected achievement level.		
_____ 25.6 Written plan designed to meet accountability criteria includes areas of need identified by test results.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: II. Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
28. *Schools must disseminate achievement results to the school community.* INDICATORS INCLUDE: _____ 28.1 Handbook, memos, graphs, and charts used to present and interpret school test results _____ 28.2 Newsletters, annual report, and newspaper articles presenting school test results to community at large _____ 28.3 Individual student test results are disseminated to parents by way of conferences, meetings, and/or written communication. _____ 28.4 Individual, class, and school test results are disseminated to staff by way of conferences, meetings, and/or written communication (see Cluster IV for use of data once data disseminated). ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
21. *The school staff should select and evaluate new materials appropriate for each school building reading objective, using local school system procedures.*		
INDICATORS INCLUDE:		
_____ 21.1 *State Guidelines for the Evaluation and Selection of Instructional Materials*		
_____ 21.2 School system criteria and procedures for selection and evaluation of materials		
_____ 21.3 Local school criteria and procedures for evaluating new materials		
_____ 21.4 The written school and/or system criteria include consideration of:		
_____ school objectives		
_____ school population groups		
_____ school instructional groups		
_____ compatibility of students' experiences and the concepts required		
_____ compatibility of language between student and text (e.g., figurative language)		
_____ teaching methods employed		

(continued)

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
21. *The school staff should select and evaluate new materials appropriate for each school building reading objective, using local school system procedures.*		
_____ student interests		
_____ balance between concreteness and abstractness		
_____ balance between print and non-print		
_____ 21.5 The process of selecting and ordering materials includes consideration of:		
_____ ensuring an adequate supply of materials		
_____ establishing staff agreed-upon priorities based on students' assessed needs		
_____ using system criteria and procedures for selection and evaluation		
_____ 21.6 Staff is involved in selecting materials using the established criteria.		
_____ 21.7 Staff is involved in ordering materials based on the staff agreed-upon priorities.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
20. *The school staff should inventory and categorize reading materials and equipment in the school according to the selected school building reading objectives appropriate to the groups of students having similar needs defined in Standard 4.* *Inventory and categorization of materials and equipment* INDICATORS INCLUDE: _____ 20.1 An inventory of all textbooks and instructional materials available in the school _____ 20.2 The existing inventory indicates: _____ The school population group(s) for whom a piece of material is appropriate. _____ The instructional group for whom the material is appropriate. _____ The selected school objectives contained in a piece of material _____ The location of materials and the number of copies available. ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
22. *The school staff should receive instruction in the purposes and appropriate use of all school reading materials and equipment.* *Instruction in the appropriate use of materials* INDICATORS INCLUDE: _____22.1 Inservice agendas or the school calendar _____22.2 List of names of sales consultants or other representatives who have conducted instruction in use of new materials and/or equipment _____22.3 Handbook, role descriptions or other written communication that designates a person(s) as being responsible for instruction in the use of materials and equipment. _____22.4 Inservice agendas or school calendars indicate inservice on instructional materials has been held. _____22.5 School administrator and supervisors ensure that materials are used properly by providing for observation of use in the classroom, inservice follow-up, and when appropriate, the involvement of system-based resources. (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
22. *The school staff should receive instruction in the purposes and appropriate use of all school reading materials and equipment.*		
Instruction in the appropriate use of materials		
_____ 22.6 Students are instructed in the use of equipment and materials.		
_____ 22.7 Teachers incorporate available materials and equipment from system collections and other community resource banks.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
17. Teachers should emphasize reading in the content areas (K-12) by utilizing: *a. Content materials (fiction and non-fiction) in the teaching of reading* *b. Techniques to facilitate the reading of materials in the various disciplines.* *Content Reading* INDICATORS INCLUDE: _____17.1 Guidelines for teaching content reading _____17.2 A list of print, non-print, fiction, non-fiction materials for content area topics (see Cluster III, Indicators 18.1 and 20.1) _____17.3 Content area reading objectives to be taught have been selected from the school accountability objectives. _____17.4 Content area vocabulary development activities are in evidence in the classrooms. _____17.5 Comprehension and study skill activities based on various content areas are in use.		

(continued)

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
17. Teachers should emphasize reading in the content areas (K-12) by utilizing: *a. Content materials (fiction and non-fiction) in the teaching of reading* *b. Techniques to facilitate the reading of materials in the various disciplines.* *Content Reading* _____17.6 Students are using content materials appropriate to their instructional levels (see Appropriate Program, Indicator 23) _____17.7 Teachers are observed teaching reading skills from content area materials. _____17.8 Teachers are observed using various methods and techniques to teach reading in content area materials. ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
18. *The school staff should utilize the services of the media center as an integral part of each student's reading program.*		
INDICATORS INCLUDE:		
_____18.1 Inventory of media collections which support the reading program		
_____18.2 Written description of media center's use		
_____18.3 Written media specialist's role description (See Cluster V, Indicator 7.3)		
_____18.4 Weekly schedule that indicates the amount of time students are scheduled to the media center		
_____18.5 Written description of media center use includes how it supports the reading program		
_____18.6 Continuity between teaching units and learning activities in media center and classroom show continuity.		

(continued)

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
18. *The school staff should utilize the services of the media center as an integral part of each student's reading program.*		
_____18.7 Selection of materials is based in some part on:		
_____A plan for selecting a variety of materials;		
_____A plan for selecting a sufficient quantity of materials;		
_____Instructional objectives;		
_____Learning activities.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: III. Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
10. The school staff should utilize for enrichment community resources such as parents, college students, retired citizens, and business and industry personnel.		
INDICATORS INCLUDE:		
_____10.1 List(s) of available community resources		
_____10.2 List of community resources currently being used by the school		
_____10.3 Written evidence of a coordinated volunteer program, i.e., parent talent survey form, names of volunteer coordinators, regular volunteer schedules, specific objectives for volunteer's activities		
_____10.4 Included in the list of community resources are:		
_____special talents of parents _____field trip possibilities _____civic groups _____fine arts groups _____others		
_____10.5 Volunteers are seen working in the school's reading program on a regular basis.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
4. *Each school staff should identify groups of students with similar instructional needs where applicable.* Such groups are: a. Typical readers b. Disadvantaged readers (who qualify for Title I, Elementary and Secondary Education Act) c. ESOL (English for Speakers of Other Languages readers d. Highly able readers e. Severe problem readers f. Out-of-school youth (who qualify for adult basic education) g. Post-secondary bound readers (both college and vocational) (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
4. *Each school staff should identify groups of students with similar instructional needs where applicable.*		
h. Handicapped students		
Test data is analyzed to identify school population groups, instructional groups, and individual student needs. Information from Standards 21 and 27 is applicable here.		
INDICATORS INCLUDE:		
_____4.1 School and/or system criteria for determining school population groups.		
_____4.2 Charts, groups, and/or lists of the numbers and percentages of students in each established population group by grade and total school.		
_____4.3 Written procedures for identifying instructional groups.		
_____4.4 Charts, graphs, and lists of numbers and/or names of students in each instructional group (i.e., reading levels and skill needs)		
_____4.5 Written referral procedure for students needing special assessment and services (see also Cluster V, Standard 7)		
_____4.6 Written Educational Management Plan for students receiving special services.		
_____4.7 Staff identifies students who are in more than one population group.		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
4. *Each school staff should identify groups of students with similar instructional needs where applicable.*		
_____ 4.8 Classroom teachers and specialists provide a coordinated program for students in more than one population group.		
_____ 4.9 The written management plan or screening committee records for students in more than one population group reflect provisions for coordination of program.		
_____ 4.10 Staff members have been identified who are responsible for providing continuous reading instruction for each population and instructional group.		
_____ 4.11 Written procedures that identify instructional groups include the use of assessment data and teacher judgment.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

School _____

Validating Person/s _____

_____

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
5. *Each school staff should select from its school building accountability objectives in reading those which are appropriate for each identified group of students with similar instructional needs in the school.*		
Needs are matched with school accountability objectives.		
INDICATORS INCLUDE:		
_____ 5.1 A written plan for achieving needed schoolwide or classroom objectives		
_____ 5.2 Educational Management Plans for individual and small groups of students receiving special instruction include school accountability objectives. (See Cluster IV, Indicator 4.6)		
_____ 5.3 Staff reviews assessment data to find reading program areas of need for:		
_____ total school _____ individual classes _____ reading groups _____ individual students		
_____ 5.4 Skill records reveal a matching between assessment items and school objectives (see Assessment, Standard 14).		
_____ 5.5 Staff matches reading program areas of need with school objectives.		
_____ 5.6 Staff writes performance (behavioral) objectives for identified needs.		
ADDITIONAL INDICATORS SUGGESTED:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
16. *The school staff should develop an appropriate instructional program to achieve the specific objectives for groups of students defined in Standard 4.*		
Appropriate lessons are developed on objectives identified for each group.		
INDICATORS INCLUDE:		
_____ 16.1 Accountability objectives (see Cluster I, Indicator 2.3)		
_____ 16.2 Lesson plans		
_____ 16.3 Student activities		
_____ 16.4 Appropriate objectives are evident in lesson plans and learning activities (e.g., chalkboard activities, worksheets, learning centers).		
_____ 16.5 Objectives for each identified instructional group are listed.		
_____ 16.6 The list includes objectives from each state goal.		
_____ 16.7 Lessons taught are correlated with assessed skill needs.		

(continued)

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
16. *The school staff should develop an appropriate instructional program to achieve the specific objectives for groups of students defined in Standard 4.*		
_____16.8 Lessons taught reflect a balanced reading program:		
_____ A balance of time and activities is devoted to the five state reading goals		
_____ A balance of time and activities are devoted to more than one type of word recognition skill (i.e., phonics, context clues, sight vocabulary, structural analysis, dictionary).		
_____16.9 Appropriate instructional methods, materials, and procedures are used for each identified school population group.		
_____16.10 Teachers use a variety of assignments to meet identified group needs (e.g., small group, large group, flexible group, individual).		
_____16.11 Techniques and procedures vary according to the different needs of the identified school population groups.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
23. *The school staff should select materials in various disciplines (K-12) for variety and appropriateness to the instructional reading level of the students.*		
Student failure in reading achievement is prevented by selecting books and instructional materials for all subject areas on the basis of interest, learning level, and needed objectives.		
INDICATORS INCLUDE:		
_____ 23.1 Charts indicating students' reading levels (see Cluster II, Indicator 14.2 and Cluster V, Indicator 13.1)		
_____ 23.2 Textbook inventory (see Cluster III, Indicator 20.1)		
_____ 23.3 Individual pupil records (see Cluster II, Indicator 14.1)		
_____ 23.4 Charts indicating student's reading levels are available in all subject areas.		
_____ 23.5 Textbook list indicates readability level of texts (see Program Development, Indicator 20)		
200 (continued)		201

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
23. *The school staff should select materials in various disciplines (K-12) for variety and appropriateness to the instructional reading level of the students.*		
_____ 23.6 School's materials inventory includes learning levels and the objectives contained in instructional materials (see Program Development, Indicator 20).		
_____ 23.7 A variety of materials for each subject area is visible in the classrooms, i.e., print, non-print, manipulative, multi-media.		
_____ 23.8 Individual or class records of materials used indicate appropriate texts are assigned.		
_____ 23.9 Students' reading ability is commensurate with assigned books.		
_____ 23.10 Students can complete follow-up activities related to subject matter text assignments.		
_____ 23.11 Teachers use student reading level charts, textbook and materials inventories to correlate students with materials.		
_____ 23.12 Staff teaches students to locate materials they can read successfully.		
292 _____ 23.13 Students exhibit behaviors free of frustration when reading.		
_____ 23.14 Teachers use methods other than text to present content (e.g., using non-print in inquiry lessons).		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
16. *The school staff should design and implement instructional activities to foster a positive attitude towards reading.*		
Students exhibit a positive attitude toward reading.		
INDICATORS INCLUDE:		
_____ 19.1 Assessment data on student interests and attitudes toward reading (see Cluster II, Indicator 27.4)		
_____ 19.2 Responses on questions 1-10 of the Maryland Basic Skills Mastery Test (Functional Reading) (see Cluster II, Indicator 27.4)		
_____ 19.3 School accountability objectives (Cluster I, Indicator 2.3)		
_____ 19.4 Written plan for achieving accountability objectives (Cluster IV, Indicator 5.1)		
_____ 19.5 Library circulation studies		
_____ 19.6 Responses on an attitude survey indicate students feel positively about reading.		
2nd 19.7 Responses on questions 1-10 of the Maryland Basic Skills Mastery Test (Functional Reading) indicate a positive attitude toward reading.		
(continued)		

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APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: IV. Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
19. *The school staff should design and implement instructional activities to foster a positive attitude towards reading.*		
_____19.8 School accountability objectives include the affective area of attitude toward reading.		
_____19.9 The written management plan for achieving objectives includes state goal five.		
_____19.10 The circulation rate in the library is high.		
_____19.11 The written plan for achieving accountability objectives in the affective area can be observed in the classroom.		
_____19.12 Students can be observed choosing reading as a personal activity.		
_____19.13 Teachers use commercial and/or teacher-made activities to develop a positive attitude toward reading.		
_____19.14 Students are taught self-selection procedures (see Indicator 23.12)		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
7. *The school staff should utilize a team approach (school and/or system specialists) to coordinate the total reading program and to address students' reading problems.*		
. INDICATORS INCLUDE:		
_____ 7.1 Written description of team membership, procedures, and recordkeeping devices for coordinating the *total reading program*		
_____ 7.2 Written description of team membership, procedures, and recordkeeping devices for meeting *small group and individual student* needs		
_____ 7.3 Written role description of each specialist in the school		
_____ 7.4 Chart showing each specialist by position and name, type of service offered the previous year, frequency of use, plans for use in the future (see Cluster V, Indicator 9.1)		
_____ 7.5 Written referral procedure for students needing special assessment and services		
_____ 7.6 All specialists participate in the reading program.		
208 7.7 Conferences are held between classroom teachers and resource teachers to promote a unified reading program for groups and individual students. (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

School _____

Validating Person/s _____

_____

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
7. *The school staff should utilize a team approach (school and/or system specialists) to coordinate the total reading program and to address students' reading problems.*		
_____ 7.8 Prescriptions for students with special needs are available (i.e., Educational Management Plans)		
_____ 7.9 Team(s) agenda reflects concern for total program as well as individual students.		
_____ 7.10 Team meetings are regularly held.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
9. *The school staff should make use of available supportive services for reading leadership purposes; reading teachers, specialists, supervisors/consultants, and personnel from teacher-training institutions.*		
INDICATORS INCLUDE:		
_____ 9.1 List or chart of available support services in or out of system showing:		
_____ Positions and names of persons available		
_____ Frequency of service in previous school year		
_____ How used in past school year		
_____ Future plans for use		
_____ 9.2 Calendar, workshop agenda, etc.		
_____ 9.3 School personnel in reading and related fields are consulted regularly when making major reading program decisions.		
_____ 9.4 System personnel in reading and related fields are consulted regularly when making major reading program decisions.		
_____ 9.5 Personnel from teacher training institutions are consulted.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
12. The school administrator should provide time to insure the achievement of the reading program objectives within the instructional schedule.		
INDICATORS INCLUDE:		
_____12.1 School system's guidelines for prescribed reading time allotments		
_____12.2 Each teacher's weekly schedule for reading		
_____12.3 Appropriate time is allotted on teachers' weekly schedules to achieve school readingobjectives *and* to meet individual student's needs.		
_____12.4 Each specialist is allotted appropriate time to meet every assigned student's needs.		
_____12.5 The school administrator periodically reviews specialists' caseloads and time allotments.		
_____12.6 The school administrator observes teachers devoting instructional time to each of the five state reading goals.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
13. *The school staff should determine the organizational patterns in the total school environment based upon the instructional needs of the student population as defined in Standard 4.* INDICATORS INCLUDE: _____13.1 Classroom charts by grade and teacher showing instructional groups: _____ Reading levels, _____ Areas identified on Maryland Systematic Teacher Observation Instrument (MSTOI), and _____ Skill development needs (see Cluster II, Indicator 14.2) _____13.2 Charts showing Standard Four population groups (see Cluster IV, Indicator 4.2) _____13.3 Weekly classroom schedule of students receiving resource aid and identification of the teachers providing that assistance _____13.4 Charts have been analyzed and used in the formation of student groups. _____13.5 Charts have been analyzed and used in the allocation of human and material resources. (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
13. *The school staff should determine the organizational patterns in the total school environment based upon the instructional needs of the student population as defined in Standard 4.*		
_____13.6 Students work in various learning and interest groups (flexible grouping).		
_____13.7 Teachers organize their own classes to meet students' needs.		
_____13.8 Teachers provide input into school organization decisions.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: V. Program Management

To develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
24. *The physical arrangement of the school building should facilitate the implementation of the reading program by providing appropriate areas.*		
INDICATORS INCLUDE:		
_____24.1 Maps or diagrams of school building showing each teacher's name and position		
_____24.2 Written description of physical facilities		
_____for staff _____for classroom instruction _____for specialists		
_____24.3 Allocation of space and equipment meets county and state guidelines and regulations.		
_____24.4 Media center meets state criteria as stated in		
_____*Criteria for Modern School Media Program* _____*Media Center Facility Design*		
_____24.5 Physical arrangements within classrooms facilitate the implementation of the reading program.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VI. Articulation

That the principal coordinate and articulate the reading program to the total school community.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
11. *The school administrator should be responsible for the articulation and coordination of the school reading program. The administrator may receive assistance from a staff member who has special training in reading.*		
INDICATORS INCLUDE:		
_____ 11.1 Written description of school's total reading program		
_____ 11.2 Written description of the reading program/approach in each classroom		
_____ 11.3 Written description of total school reading program includes staff and coordinator's roles and responsibilities		
_____ 11.4 Written description of total reading program reflects a planned sequence for continuity and coordination from grade to grade.		
_____ 11.5 Written description of individual classroom programs reflects continuity and coordination from grade to grade (e.g., in assessment procedures, instructional objectives, and materials).		
(continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VI. Articulation

That the principal coordinate and articulate the reading program to the total school community.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
11. *The school administrator should be responsible for the articulation and coordination of the school reading program. The administrator may receive assistance from a staff member who has special training in reading.* _____ 11.6 Principal's designee chairs team meetings which address the total reading program. _____ 11.7 Meetings and/or conferences are held between selected staff members of elementary, middle school or junior high schools in order to articulate the elementary school reading program for groups and individuals. ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VI. Articulation

That the principal coordinate and articulate the reading program to the total school community.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
15. *The school should conduct an ongoing outreach program for parents and the community to provide information about the reading program.*		

INDICATORS INCLUDE:

_____15.1 Special projects and procedures used to provide information to parents about the reading program

_____15.2 Ongoing procedures used to provide information about the reading program to the community (e.g., newsletters and meetings)

_____15.3 Activities and games designed for parents to use with their children

_____15.4 Parents are invited and come freely to view the school program.

_____15.5 School system and community services are offered to parents when needed.

_____15.6 Periodic communication takes place to inform parents about:

_____Their individual student's program;
_____His/her grade or class program; and
_____The total school program.

ADDITIONAL INDICATORS INCLUDE:

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VII. Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
8. *The school staff (administrators, specialists, teachers) should participate in ongoing reading inservice programs.*		
INDICATORS INCLUDE:		
_____ 8.1 Staff inservice surveys		
_____ 8.2 Other written input from teachers on inservice needs		
_____ 8.3 Agenda(s) for inservice meetings		
_____ 8.4 Workshop evaluation forms		
_____ 8.5 Inservice monitoring plan		
_____ 8.6 Standards' documentation		
Inservice is mutually determined, utilizes the expertise of staff members, and is based on assessed needs:		
_____ 8.7 Staff surveys indicate areas requested as priorities.		
_____ 8.8 Staff surveys indicate areas of strength to be shared with the staff.		
_____ 8.9 Meetings are held with the staff to select inservice topics.		
228 _____ 8.10 Inservice workshops incorporate the talents of the school-based staff.		
(continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VII. Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

School _____

Validating Person/s _____

_____

Date Evaluated _____ **Date Met** _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
8. *The school staff (administrators, specialists, teachers) should participate in ongoing reading inservice programs.*		
_____8.11 Staff requests assistance, training, or consultation.		
_____8.12 Standards' documentation is used to plan inservice.		
_____8.13 The needs identified from student assessment data are used to plan inservice.		
The inservice format is varied according to the individual and group needs of the staff and is appropriate to the desired outcome:		
_____8.14 Agenda(s) for inservice meetings reflect various topics, format, and structure.		
_____8.15 Inservice agendas include objectives.		
_____8.16 Intervisitation is used as one format for inservice.		
_____8.17 Inservice is provided for individuals and large and small groups.		
_____8.18 Teachers accept and use strategies, techniques, and ideas developed during inservice meetings.		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VII. Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

School _____

Validating Person/s _____

_____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
8. *The school staff (administrators, specialists, teachers) should participate in ongoing reading inservice programs.*		
Inservice workshops include provision for evaluation and follow-up:		
_____ 8.19 Inservice evaluations include objectives.		
_____ 8.20 Inservice evaluations indicate objectives were met.		
_____ 8.21 Inservice evaluations are analyzed for effectiveness of the inservice and for future planning.		
_____ 8.22 Inservice monitoring plans provide feedback opportunities for staff members receiving inservice.		
ADDITIONAL INDICATORS INCLUDE:		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VII. Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
6. *Each staff member (administrator, reading specialist, reading teacher, and classroom teacher) must be certified to teach reading according to the Maryland State Certification Standards.* *Staff selection is based on identified criteria.* INDICATORS INCLUDE: _____ 6.1 List of certified and non-certified teachers of reading validated by local school system's personnel office _____ 6.2 Each staff member is certified in reading according to the requirements of the position held: _____ Principal -- none required _____ Classroom teachers -- 3 credit hours (early childhood education teachers, elementary education teachers, and secondary education teachers of English and the broad area of social studies) 234 _____ Reading teacher -- 12 credit hours _____ Reading specialist -- masters degree in reading (or equivalent) (continued)		

APPENDIX C (continued)
STAR PROJECT DOCUMENTATION FORM

CLUSTER: VII. Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

School _____

Validating Person/s _____

Date Evaluated _____ Date Met _____

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLANS
6. *Each staff member (administrator, reading specialist, reading teacher, and classroom teacher) must be certified to teach reading according to the Maryland State Certification Standards.* _____6.3 Staff participates in the selection of new staff members by: _____ Providing input as to competencies required for a particular position or group of students (e.g., team teaching, lab situation, etc.) _____ Participating in interview of new staff members _____ Showing school facilities and explaining program to prospective staff members _____6.4 Principal and supervisory staff are involved in selection of new staff members. _____6.5 Principal communicates identified criteria for new staff member to recruitment services. ADDITIONAL INDICATORS INCLUDE:		

APPENDIX D

PROJECT STAR

SUMMARY OF STANDARDS FOR SUCCESSFUL READING PROGRAMS

School _____

Date _____

STANDARD		DATE MET	PRIORITIES (in order)	TIMELINE (from/to)
I. *GOALS & OBJECTIVES:*	to develop and articulate to staff, students, parents and community an instructional point-of-view and instructional objectives based on state and local education system philosophy, goals and objectives.			
Point-of-View	1.			
Building Goals & Objectives	2.			
Goals & Objectives Disseminated	3.			
II. *ASSESSMENT:*	to identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.			
Uses Test Data for Instruction	27.			
Record Keeping	14.			
Basic Literacy	26.			
Achieve. Formula & Grade Levels	25.			
Publicize Data	29.			
III. *PROGRAM DEVELOPMENT:*	to develop a school program using identified student needs, available human and material resources, and sound instructional strategies.			
Evaluate New Materials	21.			
Inven. & Categorize Material	20.			
Instruction in Use of Material	22.			
Content Reading	17.			
Media Center	18.			
Community Resources	10.			

* Includes Standards 1 and 28

STANDARD		DATE MET	PRIORITIES (in order)	TIMELINE (from/to)
IV. *APPROPRIATE PROGRAM:*	to provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.			
Student Grouping	4.			
Group Objectives	5.			
Appropriate Program (Standard 4)	16.			
Variety and Appropriate Materials	23.			
Positive Attitude	19.			
V. *PROGRAM MANAGEMENT:*	to develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.			
Team Approach--Coordination	7.			
Use Support Services for Leadership	9.			
Allotment of Time	12.			
Organizational Patterns	13.			
Physical Arrangement	24.			
*VI. *ARTICULATION:*	that the principal coordinate and articulate the reading program to the total school community.			
Articulation & Coordination	11.			
Outreach Program	15.			
VII. *STAFF DEVELOPMENT:*	that each school staff member accept the responsibility to participate in ongoing service and be fully certified as appropriate for his/her position.			
Ongoing Inservice	8.			
Certification of Personnel	6.			

APPENDIX E

PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER I: Goals and Objectives

To develop and articulate to staff, students, parents and community an instructional point-of-view and objectives based on state and local education system philosophy, goals, and objectives.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
_____1.1 The school has a formally written point-of-view which is consistent with those of the state and the local school system.		
_____1.2 School point-of-view is reviewed with input from staff and community, as needed.		
*_____1.3 School building reading objectives have been developed for instructional programs according to: . Student needs; . State and school system accountability goals in reading e.g., functional reading, content area reading, positive attitude toward reading; . Assessment data.		
_____1.4 The staff understands and uses instructional objectives.		
*_____1.5 Instruction reflects system & State goals and derived school goals and objectives.		
_____1.6 Appropriate instructional activities are based on school goals and objectives.		
_____1.7 Students perform activities successfully.		
*_____1.8 School objectives are reviewed and revised annually.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER II: Assessment

To identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
*____2.1 A written program assessment exists which indicates ways to achieve and maintain accountability and instructional program objectives.		
___2.1.1 The school's state accountability data are analyzed to indicate program needs.		
___2.1.2 Action plans exist which outline activities and timelines to improve identified program needs.		
*____2.2 A diagnostic testing plan exists.		
___2.2.1 Level one test data are used to screen students.		
___2.2.2 Level two and, where indicated, level three testing are administered to students identified in level one testing.		
___2.2.3 A sequence can be identified for making decisions from test data.		
___2.2.4 School-based needs are coordinated with state and local mandates.		
___2.2.5 Data are used to plan both individual and school instructional programs.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER II: Assessment (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
*____2.3 A test preparation program exists.		
___2.3.1 Corrective programs are developed in skill areas identified from program assessment data.		
___2.3.2 Program of test taking skills is evident.		
___2.3.3 Proper test administration and environment are in evidence		
*____2.4 A recordkeeping system exists.		
___2.4.1 Individual, classroom, & schoolwide recordkeeping forms reflect a systematic effort to collect data to be used for program management planning.		
___2.4.2 A written schoolwide plan exists for managing assessment and student program data.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

PROGRAM IMPLEMENTATION - Includes Clusters III, IV and V School _____

CLUSTER III: Program Development

To develop a school program using identified student needs, available human and material resources, and sound instructional strategies.

CLUSTER IV: Providing Appropriate Programs

To provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
_____3.1 The organizational pattern in the school meets students' instructional needs.		
*___3.1.1 Population groups are identified according to established criteria		
*___3.1.2 Instructional groups are formed using assessment data.		
___3.1.3 Students participate in various grouping modes, i.e., one-to-one, paired instruction, and interest groups.		
*___3.1.4 Written management plan or screening committee records for students in more than one population group reflect provisions for coordination of program.		
___3.1.5 Staff members know who is responsible for providing continuous reading instruction for each student.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

PROGRAM IMPLEMENTATION - (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
_____3.2 Population and instructional group characteristics are matched to a variety of instructional methods, materials, and procedures.		
_____3.3 A balanced reading program exists		
___3.3.1 A balance of time and activities is devoted to the development of oral language skills.		
___3.3.2 A balance of time and activities is devoted to more than one type of word recognition skills (i.e., phonics, context clues, sight vocabulary, structural analysis, dictionary).		
___3.3.3 A balance of time and activities is devoted to the development of comprehension skills.		
___3.3.4 A balance of time and activities is devoted to the content area including learning experiences in print, nonprint, fiction, and nonfiction.		
___3.3.5 A balance of time and activities is devoted to the development of study skills.		
___3.3.6 A balance of time and activities is devoted to the development of functional reading skills.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

PROGRAM IMPLEMENTATION - (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
___3.3.7 A balance of time and activities is devoted to the development of positive attitudes toward reading.		
_____3.4 Students select reading as a personal activity.		
___3.4.1 Students select materials appropriate to their reading levels.		
___3.4.2 Student employ reading as a leisure-time activity.		
*___3.4.3 Student interests and attitudes toward reading are reviewed.		
*_____3.5 An annual review of progress in achievement of the five goals is conducted to insure a balanced reading program.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

PROGRAM IMPLEMENTATION (continued)

CLUSTER V: Program Management

To develop a comprehensive plan for managing the reading j program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
*____5.1 Sufficient time is devoted to achieving the reading goals and objectives of the school, the school system, and the state.		
____5.2 Appropriate space, materials, and equipment are available in the classrooms for each group of students.		
___5.2.1 The school staff uses the services of the media center as an integral part of each student's reading program.		
___5.2.2 The school staff selects and evaluates materials appropriate for school building reading goals, according to the following guidelines: . ensure an adequate supply of materials; . establish staff agreed-upon priorities based on students assessed needs; . use system criteria and procedures for selection and evaluation; . ensure that materials are used properly.		
____5.3 The principal coordinates the total reading program using a team approach.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

PROGRAM IMPLEMENTATION

CLUSTER V: Program Management (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
*____5.4 The school reading and screening teams follow the guidelines established in the STAR Handbook.		
____5.5 Decisions made by the reading team are incorporated into the action plans for the reading program.		
____5.6 All school-based specialists participate in the school's reading program.		
____5.7 The chart showing each specialist and available support services (by position and name, type of service offered the previous year, frequency of use, plans for use in the future) is updated annually.		
*____5.8 The school staff actively recruits and documents the use of community resources such as parents, college students, retired citizens, and business and industry personnel.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER VI: Articulation

That the principal coordinate and articulate the reading program to the total school community.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
_____6.1 The school administrator articulates and coordinates the school reading program.		
_____6.2 The school administrator disseminates information regarding the reading program to staff, parents, and students.		
*_____6.2.1 To the Staff:		
___6.2.1.1 School handbook is actually distributed, reviewed, and used by staff. a. Handbook information clearly defines staff roles and responsibilities in the reading program. b. Handbook information enables staff members to implement the total school reading program. c. Handbook includes a written description of individual classroom programs that reflect continuity and coordination from grade to grade (e.g., in assessment procedures, instructional objectives, and materials).		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER VI: Articulation (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
___6.2.1.2 School point-of-view has been distributed.		
___6.2.1.3 Total school assessment plan, including diagnostic testing plan has been distributed.		
___6.2.1.4 Written referral procedures for student needing diagnostic and/or special services have been distributed.		
___6.2.1.5 Test results have been distributed.		
___6.2.1.6 The textbook/instructional materials inventory, which notes their location, has been distributed.		
*_____6.2.2 To Parents and/or Community:		
___6.2.2.1 School point-of-view has been districuted.		
___6.2.2.2 Goals and objectives have been distributed (e.g., newsletters, notices, or PTA minutes that reflect parent knowledge of objectives).		
___6.2.2.3 Test results have been distributed.		
___6.2.2.4 Periodic communication informs parents of . The total school program . Their individual child's program and		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER VI: Articulation (continued)

Maintenance Indicator	Date to Be Reviewed	Person Responsible
. The child's grade or class program		
*____6.2.3 To Students:		
___6.2.3.1 School point-of-view has been distributed.		
___6.2.3.2 Goals and objectives have been distributed (e.g., objectives are written in learning activities).		
___6.2.3.3 Test results have been distributed.		

APPENDIX E (continued)
PROJECT STAR MAINTENANCE CHECKLIST

School _____

CLUSTER VII: Staff Development

That each school staff member accept the responsibility to participate in ongoing service and be fully certified in reading as appropriate for his/her position.

Maintenance Indicator	Date to Be Reviewed	Person Responsible
*_____7.1 Inservice programs are based on identified needs which have been determined by at least one of the following:		
___7.1.1 Needs have been mutually determined.		
___7.1.2 Instrumentation is used to assess and document needs.		
_____7.2 Inservice Programs are flexible in meeting identified needs.		
___7.2.1 A variety of approaches are used in presenting content.		
___7.2.2 Efforts are made to individualize as much as possible.		
*_____7.3 Inservice programs are evaluated.		
___7.3.1 Evaluations include inservice objectives.		
___7.3.2 Evaluations indicate inservice objectives were met.		
___7.3.3 Evaluations are analyzed for effectiveness of the inservice and are used for future planning.		
___7.3.4 Inservice monitoring plans include opportunities for staff members to receive and provide feedback regarding the inservice.		